REPORT RESUMES

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A NATIONWIDE STUDY OF THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION AT THE STATE LEVEL. INTERIM REPORT.

BY- LEE, ALLEN

CALIFORNIA UNIV., BERKELEY, SCHOOL OF EDUC.

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DESCRIPTORS- *NATIONAL SURVEYS, *STATE DEPARTMENTS OF EDUCATION, *VOCATIONAL EDUCATION, *EDUCATIONAL ADMINISTRATION, PROGRAM DEVELOPMENT, SELF EVALUATION, DATA COLLECTION, DATA ANALYSIS, RESEARCH DESIGN,

THE PURPOSE OF THIS PROJECT WAS TO STUDY STATE-LEVEL AGENCIES AND THEIR ADMINISTRATION OF VOCATIONAL EDUCATION IN 50 STATES, THE DISTRICT OF COLUMBIA, AND PUERTO RICO, AND TO UTILIZE THE FINDINGS IN DEVELOPING A FORMAT AND CRITERIA WHICH THE AGENCIES COULD USE FOR SELF-ANALYSIS. SUBUNITS OF THE PROJECT ARE--(1) CURRENT STATUS SURVEY, (2) POLICY FORMULATION, (3) FINANCE, (4) PERCEPTIONS OF WHAT IS AND SHOULD BE, (5) POSITION ANALYSIS, AND (6) BRIDGES AND OBSTACLES. DURING THE FIRST SIX MONTHS AN INITIAL RESEARCH DESIGN WAS FORMULATED, AN INITIAL GROUP ADMINISTERED INSTRUMENT TO RECORD PERCEPTIONS AND CONCEPTUAL IDEALS WAS DRAFTED, A STATE VISITATION PLAN WAS ORGANIZED, AND PLANS WERE COMPLETED FOR A WORKSHOP TO DEVELOP THE "FORMAT AND CRITERIA FOR SELF ANALYSIS." BY THE REPORTING DATE, 13 STATES HAD RECEIVED READINESS VISITS, 17 STATES HAD PARTICIPATED IN DATA COLLECTION AND OTHERS WERE SCHEDULED, AND PROCESSING OF DATA FROM SIX STATES WAS PARTIALLY COMPLETED. THE APPENDIX INCLUDES--(1) REPORT OF EXPENDITURES TO DATE, (2) STAFF, (3) NATIONAL ADVISORY COMMITTEES, (4) PROGRAM OF THE WORKSHOP, (5) PRELIMINARY OUTLINE OF FORMAT AND CRITERIA FOR SELF ANALYSIS, (6) STATISTICAL REPORT OF DATA COLLECTION VISITS, (7) LIST OF MATERIALS SECURED FROM EACH STATE, (8) SAMPLES OF OPERATIONAL PLANNING, AND (9) PLAN FOR ANALYSIS OF DATA OF PERCEPTIONS SUBUNIT. THE FINAL REPORT IS AVAILABLE AS VT 004 417 AND VT 004 418. (EM)

SEP 14 1967

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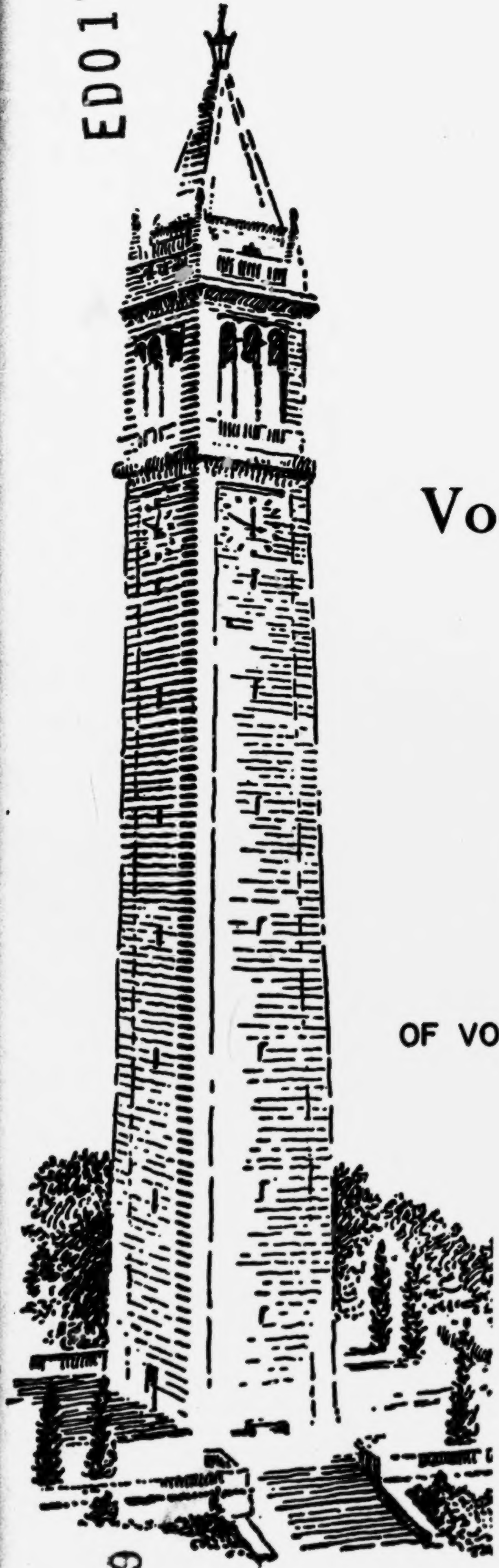

Program for Research and Development in Vocational - Technical Education

PROGRESS REPORT

OF

A NATIONWIDE STUDY OF THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION AT THE STATE LEVEL

School of Education
University of California
Berkeley, California

January 27, 1967

VT003249

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INTERIM REPORT
Project OE6-2921

A NATIONWIDE STUDY OF THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION AT THE STATE LEVEL

January 1, 1966 -- December 1, 1966

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

A Nationwide Study of the Administration of Vocational-Technical Education at the State Level

Project OE6-2921

Allen Lee
Project Director

January 1, 1966 -- December 1, 1966

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

School of Education
University of California
Berkeley, California

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PROGRESS REPORT -- PROJECT OE 6-2921

January 20, 1967

A Nationwide Study of the Administration of Vocational-Technical Education at the State Level

I. Focus

The focus of the Project is upon the state-level agencies (frequently known as State Divisions of Vocational Education) and their administration* of vocational-technical education. In addition to the fifty states, plans are to include the District of Columbia and Puerto Rico.

Certain assumptions are inherent in the focus and design of this Project, and these include:

A. Many functions of educational administration cannot be logically, economically and efficiently performed at the local school level.

B. Certain functions of administration can most logically, economically and efficiently be conducted by a state agency.

C. If such functions are not conducted at the state level, the welfare of the nation demands their performance at the federal level--even though state exercise of such functions may in some instances be preferable.

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*"Administration" as used here includes such components as policy making, organizing, staffing, planning, financing, directing, coordinating, promoting, communicating, researching and evaluating.

D. These state agencies (hereinafter referred to as state Divisions) afford the greatest potential to influence favorably local programs of vocational-technical education and the most efficient use of available dollars.

E. The improvement (strengthening) of these state Divisions can be expedited through the identification and utilization of better patterns of administration.

Desirable conduct is difficult to legislate. Hence, the intent of this research and development activity is to utilize findings in the development of a format and criteria which these state Divisions may elect to use for self-analysis; the identification and implementation of specifics for improvement of their own administration; and, presumably, the consequent improvement of local vocational-technical education programs. (See Appendix E for Preliminary Outline of Format and Criteria for Self-Analysis.)

II. Design

The Project is divided into six sub units:

- Current Status Survey
- Policy Formulation
- Finance
- Perceptions of What Is and Should Be
- Position Analysis
- Bridges and Obstacles.

These are designed to contribute to the seventh sub unit--A Format and Criteria for Self-Analysis.

A brief description of the sub units follows:

A. Current Status is designed to provide a "picture" of current administration (note footnote on page 1) in these state vocational-technical Divisions.

B. Policy Formulation is concerned with identification of policies and the formulation process.

C. Finance is concerned first of all with the identification and analysis of state and Federal funds utilized by the state Divisions for their own operation. Secondly, the sub unit is concerned with the identification and analysis of state and Federal funds allocated by the state agency (Division) for vocational-technical programs in the state (including reimbursement policies). Thirdly, concern is with total environment.

D. Perceptions of What Is and Should Be is structured to look through the eyes of a cross-section of about 50 lay and professional persons in each state, with utilization of a group interview instrument to identify and analyze their perceptions of the state Division's administration and their conceptual ideals concerning such administration.

E. Position Analysis is designed to identify and categorize activities of professional staff members, including comparison of formal job descriptions and responsibilities with actual performance records.

F. Bridges and Obstacles has been designed to identify (through written and oral responses of a cross-section of education and lay leadership) specific supportive or impeding patterns of operation, strengths, weaknesses and problems, between such groups as (1) general and vocational education; (2) the state Division and local schools; (3) the state Division and Federal agencies; and (4) the state Division and higher education.

G. Format and Criteria for Self-Analysis utilizes the findings of the other sub units (1-6 above) to develop a procedure and principles which state Divisions of Vocational-Technical Education may utilize (modify or adapt) for self-analysis purposes.

The total project utilizes PERT (Program Evaluation and Review Technique). Through coordinated staff effort, actual and elapsed time, constraints and critical paths are identified. PERT is facilitating the planning and implementation of the several sub units and the total Project. (See Appendix K, Samples of Operational Planning.)

III. Progress to Date

A. Organization and Staffing

Final contract negotiations and signing were not completed until July 11, 1966, but the Project began some operations on January 1, 1966 on the Campus of the University of California, Berkeley. By April 1, 1966, recruitment and administrative arrangements for employment of 3 full-time and 2 part-time professional and three supporting staff were completed. At the end of June 1966 a total of eleven (six full-time and five part-time) professional and five supporting staff were employed on the Project. The full staff complement was not completed until mid-November, 1966. At present, the Project staff totals seventeen professional (nine full-time) and seven supporting (six full-time) staff members. Consultants are employed occasionally for short periods of time (See Appendix B).

B. Preliminary Research Activities

During the first six months the Project staff completed the following preliminary research activities: (1) formulation of an initial research design, including identification of the sub units to form the basis for data collection and analyses; (2) drafting for pilot testing a group-administered instrument to record perceptions and conceptual ideals; (3) organizing a plan for state visitations to begin in June 1966; and (4) completing plans and arrangements for the Workshop held in July to develop materials and suggestions for the Format and Criteria for Self-Analysis.

C. Orientation and Consultation

Several meetings and conferences have been held with individuals and professional organizations for purposes of general orientation, support, cooperation, and involvement. The Project Director and other staff have participated in and orally reported progress to meetings of the National Association of State Directors of Vocational Education, the Council of Chief State School Officers, the American Vocational Association, the Office of Education (HEW) and others. Five meetings have been held with Advisory Committees of state directors and chief state school officers. (See Appendix C for members of National Advisory Committees.)

D. Coordination with Other Centers

The Project staff have been alert to the need to coordinate their activities with those of the two other centers for research and development projects in vocational-technical education. Four meetings have been held with representatives of Ohio State University and the University of North Carolina for this purpose. (See Appendix F for Report of Three-Center Evaluation Meeting.)

E. State Visitations

The design of the Project calls for at least two and possibly three separate visits to each state.*

1. Readiness meetings are held to orient and prepare each state for subsequent data collection sessions. To date the following states have received readiness visits:

Alaska . . . . . July 7, 1966
Arizona . . . . July 27, 1966
Colorado . . . . June 28, 1966
Connecticut. . . September 15, 1966
Kansas . . . . . June 2, 1966
Kentucky . . . . June 14, 1966
Nebraska . . . . May 19, 1966
Nevada . . . . . June 7, 1966
New Hampshire . October 20, 1966
New Mexico . . . October 21, 1966
Oregon . . . . . May 28, 1966
Washington . . . November 22, 1966
Wyoming . . . . June 3, 1966.

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*See Appendix G for Sample Letter of Instructions for State Data Collection Visits.

2. The purposes of the second state visit are: (1) to explain the Project; (2) to help participants understand some of the needs and possibilities for change; and (3) to secure data required for the study and analysis for each of the sub units. During this first round of data collection, a project team of two to four members spends two to three days in each state visited. Seventeen states have participated in the first round of data collection between mid-July and the end of November 1966.* The states are:

Alaska	October 3-4, 1966
Arizona	November 1-2, 1966
Colorado	September 20-21, 1966
Connecticut	October 24-25, 1966
Indiana	October 20-21, 1966
Kentucky	September 7-8, 1966
Maine	August 15-16, 1966
Massachusetts	August 18-19, 1966
Nebraska	September 14-15, 1966
New Hampshire	November 29-30, 1966
New Jersey	October 26-27, 1966
New Mexico	November 30-December 1,1966
Ohio	September 20-21, 1966
Oregon	November 22, 1966
Utah	July 21-22, 1966
Vermont	August 17-18, 1966
Wyoming	July 20-21, 1966.

3. An additional fourteen states have been scheduled for readiness visits during the months of December and January.

Arkansas	December 13, 1966
California	December 16, 1966
Delaware	December 28, 1966
Florida	January 10, 1967
Iowa	January 6, 1967
Oklahoma	January 13, 1967
New York	December 29, 1966
North Carolina	December 15, 1966
Pennsylvania	December 16, 1966
South Carolina	January 4, 1967
Tennessee	January 3, 1967
Texas	January 27, 1967
Virginia	December 14, 1966
West Virginia	December 22, 1966.

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*See Appendix H for Statistical Summaries of State Visitations

4. The following sixteen states are scheduled for data collection visits during December, January and February:

Georgia . . . . . January 26, 1967
Hawaii . . . . . January 13, 1967
Iowa . ... January 31, 1967
Kansas . . . . . January 4, 1967
Louisiana . . . . January 11, 1967
Maryland . . . . January 5, 1967
Mississippi . . . January 24, 1967
Nevada . . . . . January 27, 1967
North Dakota . . January 10, 1967
Oklahoma . . . . February 9, 1967
Rhode Island . . January 19, 1967
South Carolina . January 31, 1967
Texas . . . . . . February 21, 1967
Virginia . . . . January 17, 1967
West Virginia . . January 31, 1967
Wisconsin . . . . December 13, 1966.

The remaining seventeen states are being scheduled for February and March as rapidly as possible.

F. Data Collection

Despite earlier apprehension that the state Divisions might be hesitant to participate in the Project, there has been whole-hearted cooperation, and securing the required data has progressed quite satisfactorily. The sources of data secured during each state visit are: (1) a group-administered written instrument; (2) individual interviews with selected professional and lay persons; and (3) procurement of various documents pertaining to state level administration of vocational education. (See Appendix J and Appendix M for details.

The agenda and format of each visitation follow a similar pattern:

1. Preparation and orientation: Prior to the large group meeting, usually a Project staff member meets with the chief state school officer, the state director of vocational education and some of their staff in both

general and vocational education to explain the overall purposes of the Project and to elicit their cooperation and participation in collecting the required data.

2. A large-group meeting, usually a month following the preparation and orientation meeting, with (1) a flannelboard presentation and overview of the project; (2) a division of participants into three small groups for the purpose of administering the group written instrument; (3) a second flannelboard presentation and discussion of "The Process of Change;" and (4)detailed group discussions about opinions, suggestions, problems, strengths, weaknesses and questions.

3. A second day is used for individual interviews and the collection of reports and documents reflecting the current status of the state Division.

Approximately 50 to 75 persons participate in these state meetings and are selected to represent a cross-section of those persons concerned both specifically with administration of vocational education programs at the state and local levels and generally with education and public affairs of the state. (See Appendix I for a classification of participants.)

The Group-Administered Written Instrument has been completed by all the participants of the seventeen statewide meetings, giving a total of about 850 respondents.

Individual Interviews have been completed with several persons in most of the eighteen states visited. Many interviews are yet to be made. The following persons, or representatives, have been interviewed in each state:

1. Chief School Officer
2. State Director of Vocational Education
3. Members of the State Board for Vocational Education
4. Members of the State Advisory Council
5. Legislators (Senate and House Education or Finance Committees)
6. State Employment Service Director
7. Budget Analyst
8. Program Supervisors of the state Division of Vocational Education
9. Local Directors of Vocational-Technical Education (school district, area school, etc.).

Pertinent Documents and Materials have been secured by the Project team from each of the seventeen states visited. Examples of data collected are:*

1. The State Plan for Vocational Education
2. Current organization charts of the state department of education and the division of vocational education
3. State directory of educational personnel
4. Salary schedules for educational and other professional personnel
5. Copies of various reports to the U. S. Office of Education.

G. Data Processing and Analysis

1. The Survey Research Center, University of California, Berkeley, serves as major consultant for processing the data for analysis and is providing machine facilities. Machine processing of the responses to the group instrument began in August 1966. To date the responses from six states have been partially processed.

2. An item analysis of the responses given by participants in these six states has been partially completed. Frequency distributions of each item have been drawn, preparatory to further analysis of data. (See Appendix L for an example of the "Perceptions" sub unit plan for analysis of data.)

3. A Data Bank of all secondary sources of data is currently in development. Some materials have been received from all states and classified and cataloged.

IV. Unanticipated Problems

Due to the protracted contract negotiations resulting in the delay of official approval until July 11, 1966, along with a scarcity of personnel in specialized fields, the employment of a full complement of staff was also delayed. It has been necessary to make a "crash" effort to complete contract commitments on schedule.

A second unavoidable problem was the nationwide airline strike in July 1966, which greatly hindered progress in completing readiness and data collecting visits. This caused a good deal of extra work for the Project staff, but slight interference with attendance.

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*See complete list of sources of data in Appendix J.

A third obstacle, partially anticipated, has been the inability of Project staff to schedule state visitations as efficiently and economically as desired. It has been found necessary to schedule visits at the convenience of states, with very little consideration to other factors such as economy of time and travel costs.

V. Future Schedule

A. Completion of State Visitations

Visits to the remaining thirty-three states will follow the same plan, agenda, and format as described above. The target date for completing the first round of data collecting visits is the end of February 1967. However, due to the unanticipated problems encountered, this may or may not be a realistic completion date for data collection.

B. Completion of Data Collection

The goal of the Project is to have all data in hand as near as possible by the end of February 1967. These data include those collected during state visits and documents secured from the U.S. Office and other sources.

C. Data Processing and Analysis

Data processing should be finished within one month after the termination of the data collection activities. Assuming data collection will be completed by the end of February, the target date for data processing is March 31, 1967.

It is estimated that another month will be required for analyses of data. Thus, the earliest date that preliminary findings for each sub-unit can be derived will be April 30, 1967.

On the basis of the preliminary findings of the sub-units, further analysis will be undertaken. These sub-unit findings will be subjected to analysis to determine if the specific objectives have been met and to test the assumptions upon which the Project was predicated.

D. Format and Criteria for Self-Analysis

A first draft of the Format and Criteria will be pretested in two or more states before the end of June, 1967. It is hoped that the instrument will be ready for use during the year 1967-68 by those state divisions which elect to participate in this evaluative activity.

E. Final Project Report

The goal of the Project staff is to submit a final report at the end of June, 1967. It may or may not be necessary and advisable to request an extension of the current contract beyond the presently-scheduled termination date of June 30, 1967 to complete Project work.

AL/bjg
1/9/67

APPENDIX A

Report of Expenditures to Date--Project OE6-2921

APPENDIX A

Report of Expenditures to Date--Project OE6-2921

December 1, 1966

A Nationwide Study of the Administration of Vocational-Technical Education at the State Level*

1.	Personnel:		
	a. Salaries	$95,990.76	
	b. Benefits	7,964.43	
	c. Consultants	19,789.56	
2.	Supplies and Materials	9,055.56	
3.	Services	2,101.01	
4.	Rental of Space	6,163.07	
5.	Equipment	10,977.30	
6.	Travel	44,693.49	
	Total Expenditures		$196,735.18

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* These figures are tentative as we are in the process of changing our accounting system from a program type budget to an object type budget at the request of the Accounting office of the University of California.

APPENDIX B

Staff

APPENDIX B

Staff

Professional Staff

	Name	Working Title
1.	Mr. Charles Achilles	Research Consultant
2.	Dr. Boyd Applegarth	Assistant Director
3.	Dr. Frank Bennett (80% time)	Research Consultant
4.	Mr. Alfred Bunger	Research Consultant
5.	Dr. H. M. Hamlin (50% time)	Research Consultant
6.	Dr. Edward Holt	Research Consultant
7.	Mrs. Patricia Lantz	Research Consultant
8.	Dr. Allen Lee	Project Director
9.	Dr. Edgar Morphet (25% time)	Associate Director
10.	Dr. John Nasman	Research Consultant

APPENDIX B (cont.)

Professional Staff cont.

	Name	Working Title
11.	Miss Sara Pierce	Research Consultant
12.	Dr. Paul Reiling	Research Consultant
13.	Dr. John Ross	Research Consultant
14.	Mr. Byron Stetler (33% time)	Research Consultant
15.	Dr. Joseph Strobel	Research Consultant
16.	Dr. J. Chester Swanson (33% time)	Project Coordinator
17.	Dr. Phyllis Warren	Research Consultant

Short Term Consultants

1. Mr. M. A. Browning
2. Dr. Desmond Cook
3. Dr. James Ellingson
4. Dr. John Guy Fowlkes
5. Dr. Byron Hansford

APPENDIX B (cont.)

Short Term Consultants cont.

6. Dr. Robert O. Hatton
7. Dr. Arthur Hearn
8. Dr. Robert Heath
9. Mr. Howard Horner
10. Dr. Frank Jacobs
11. Dr. Bert Kersh
12. Dr. Owen Kiernan
13. Mr. Ernest Kramer
14. Dr. Phillip Lambert
15. Dr. James Lipham
16. Dr. William G. Loomis
17. Mr. Duane Mattheis
18. Dr. Truman Pierce
19. Dr. Henry TenPas

APPENDIX B (cont.)

Nonprofessional Staff

	Name	Title
1.	Miss Elizabeth Cone	Secretary
2.	Mrs. Joyce Cordi	Sec-Steno
3.	Miss Bonnie Graham	Sec-Steno
4.	Mrs. Margaret Hall	Editor
5.	Mrs. Beverly McCaskey	Secretary
6.	Mrs. Laura Sellars	Adm. Assistant
7.	Mrs. Lou Tabatabaian	Sr. Typist Clerk

APPENDIX C

National Advisory Committees

APPENDIX C

National Advisory Committees

1. State Directors of Vocational Education

   a. Members

      J. R. Cullison
      C. L. Greiber
      Everett P. Hilton
      Walter Markham
      Cecil Stanley
      Robert Winger

   b. Alternates

      John A. Beaumont
      J. D. Ingram
      Ernest Kramer
      Joseph Murphy
      Mark Nichols
      Byrl Shoemaker
      John W. Struck

2. Chief State School Officers

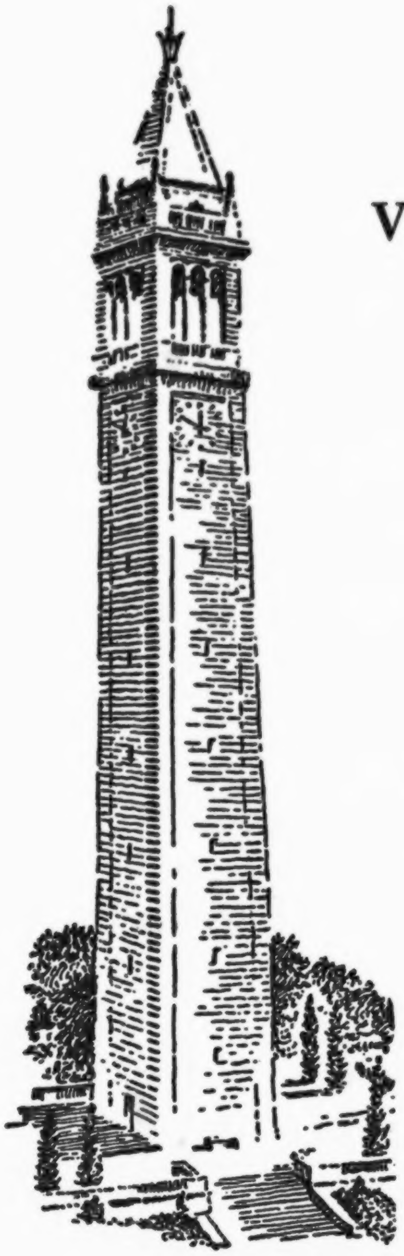
   Byron W. Hansford
   Owen B. Kiernan
   Duane J. Mattheis
   (Others to be appointed)
   Leon P. Minear
   Jack P. Nix

APPENDIX D

Program of the Workshop: Development of a Format and Criteria for Self-Analysis by State Divisions of Vocational Education

July 13-15, 1966

APPENDIX D



R/D
Program

Vocational-Technical Education

University of California
Berkeley

WORKSHOP:

Development of a Format and Criteria for Self-Analysis by State Divisions of Vocational Education

July 13-15, 1966
(Registration, July 12)

President of the University
Clark Kerr

Chairman of the Board of Regents
Theodore Meyer

Chancellor of the Berkeley Campus
Roger W. Heyns

Dean of the School of Education
Theodore L. Reller

Research and Development in State Level Administration of Vocational-Technical Education in the Fifty States

Coordinator . . . . **J. Chester Swanson**
Director . . . . **Allen Lee**
Associate Director . . . . **Edgar L. Morphet**

WORKSHOP

Development of a Format and Criteria for Self-Analysis By State Divisions of Vocational Education

July 13–15, 1966
University of California, Berkeley

This Workshop (to develop a Format and Criteria for State Divisions of Vocational Education to utilize in self-analysis) is *part* of the University's program* of research and development in the field of vocational-technical education.

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* With support from the Office of Education, United States Department of Health, Education and Welfare.

Registration

Workshop: Stephens Lounge, 2nd floor
of Student Union Building,
beginning at 1:00 p.m. July 12

Housing: 2650 Durant Avenue,
Administration Office
beginning at 1:00 p.m.
July 12

WEDNESDAY, JULY 13—MORNING

7:15	Breakfast*	
8:00	**REGISTRATION**	Stephens Lounge
9:00	**OPENING SESSION** *Welcome:* Dean Theodore L. Reller *Greetings:* Wesley P. Smith	East Pauley Ballroom
9:30	**Vocational Education and the Future Needs of Society** Edgar L. Morphet	
9:50	**Evaluation of Educational Programs** Russell A. Wood	
10:10	Coffee	
10:40	**Rationale and Description of Research and Developmental Activity** Allen Lee	
11:30	**Focus: Development of a Format and Criteria for Self-Analysis** James B. Ellingson	
12:00	Lunch*	

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* All workshop participants and their families may utilize the cafeteria facilities at 2650 Durant Avenue.

WEDNESDAY, JULY 13—AFTERNOON

1:30	**The Role of Management Analysis in the Operation of State Agencies** Freeman Holmer	East Pauley Ballroom
2:30	**Orientation for Small Group Sessions** Howard F. Horner	
2:45	Coffee	
3:00	**Small Group Sessions**	
	Group I John Beaumont, Discussion Leader Patricia Lantz, Assistant	East Pauley Ballroom
	Group II Norman Hyatt, Discussion Leader John Nasman, Assistant	Douglas Fir Room
	Group III Carl Lamar, Discussion Leader Paul Reiling, Assistant	Madrone East
	Group IV William Loomis, Discussion Leader John Ross, Assistant	Madrone West
4:30	Workshop Planning Committee	Tilden Room
6:30	**Dinner** *Toastmaster:* Walter J. Markham Program: Anonymous	East Pauley Ballroom

THURSDAY, JULY 14—MORNING

7:15	Breakfast	
9:00	**A Look at Communication in State Educational Agencies** Fred P. Wilhelms	East Pauley Ballroom
10:00	Coffee	
10:30	**Small Group Sessions**	
	GROUP I John Beaumont, Discussion Leader Patricia Lantz, Assistant	East Pauley Ballroom
	GROUP II Norman Hyatt, Discussion Leader John Nasman, Assistant	Douglas Fir Room
	GROUP III Carl Lamar, Discussion Leader Paul Reiling, Assistant	Madrone East
	GROUP IV William Loomis, Discussion Leader John Ross, Assistant	Madrone West
12:00	Lunch	

THURSDAY, JULY 14—AFTERNOON

37

1:30	**Staffing and Directing State Educational Agencies** M. A. Browning	East Pauley Ballroom
2:30	**Small Group Sessions**	
	GROUP I John Beaumont, Discussion Leader Patricia Lantz, Assistant	East Pauley Ballroom
	GROUP II Norman Hyatt, Discussion Leader John Nasman, Assistant	Douglas Fir Room
	GROUP III Carl Lamar, Discussion Leader Paul Reiling, Assistant	Madrone East
	GROUP IV William Loomis, Discussion Leader John Ross, Assistant	Madrone West
3:30	Coffee	
3:45	Continuation of Small Group Sessions	
4:30	Workshop Planning Committee	Tilden Room

FRIDAY, JULY 15—MORNING

7:15	Breakfast	
9:00	**A Look at Planning in State Educational Agencies** Ernest G. Kramer	East Pauley Ballroom

10:00 Coffee

10:30 **Small Group Sessions**

Group I John Beaumont, Discussion Leader Patricia Lantz, Assistant	East Pauley Ballroom
Group II Norman Hyatt, Discussion Leader John Nasman, Assistant	Douglas Fir Room
Group III Carl Lamar, Discussion Leader Paul Reiling, Assistant	Madrone East
Group IV William Loomis, Discussion Leader John Ross, Assistant	Madrone West

12:00 Lunch

Note: Throughout the Workshop the Tilden Room and the Terrace of the Student Union (5th floor) will be available for use of participants for meditation.

FRIDAY, JULY 15—AFTERNOON

1:30	**Small Group Sessions**	
	GROUP I	East Pauley Ballroom
	John Beaumont, Discussion Leader Patricia Lantz, Assistant	
	GROUP II	Douglas Fir Room
	Norman Hyatt, Discussion Leader John Nasman, Assistant	
	GROUP III	Madrone East
	Carl Lamar, Discussion Leader Paul Reiling, Assistant	
	GROUP IV	Madrone West
	William Loomis, Discussion Leader John Ross, Assistant	
3:15	Coffee	
3:30	**Observations and Summary**	East Pauley Ballroom
	John Beaumont Norman Hyatt Carl Lamar William Loomis Allen Lee	
5:00	**Adjournment**	

This ends the Workshop proper; however, the Workshop Planning Committee and the National Advisory Committee will meet Saturday morning.

SOME OF YOUR WORKSHOP LEADERS, DISCUSSANTS AND SPEAKERS

Walter M. Arnold	Assistant Commissioner for Vocational-Technical Education, Office of Education
John A. Beaumont	State Director of Vocational Education, Illinois
M. A. Browning	State Director of Vocational Education, Texas
James B. Ellingson	State Director of Secondary Education and Coordinator, ESEA Title III, Oregon
Arthur C. Hearn	Professor of Education, University of Oregon
Freeman Holmer	State Director of Finance and Administration, Oregon
Howard F. Horner	Deputy Superintendent, David Douglas School District, Portland, Oregon
Norman F. Hyatt	Director, Research Coordinating Unit, Utah
Ernest G. Kramer	State Director of Vocational Education, Washington
Carl Lamar	Director, Research Coordinating Unit, Kentucky
Allen Lee	Research Educator, University of California, Berkeley
William G. Loomis	State Director of Vocational Education, Oregon
Walter J. Markham	State Director of Vocational Education, Massachusetts
Thaine McCormick	Regional Office of Education, Kansas City, Missouri
Edgar L. Morphet	Professor of Education, Emeritus, University of California, Berkeley
Theodore L. Reller	Dean, School of Education, University of California, Berkeley

Wesley P. Smith	State Director of Vocational Education, California
J. Chester Swanson	Professor of Education, University of California, Berkeley
Henry TenPas	Head, Agricultural Education, Oregon State University
Fred P. Wilhelms	Associate Executive Secretary, National Association of Secondary School Principals
Russell A. Wood	Deputy Assistant Commissioner for Program Planning, Office of Education

NATIONAL ADVISORY COMMITTEE
FOR
RESEARCH AND DEVELOPMENT IN STATE LEVEL ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION IN THE FIFTY STATES

MEMBERS

M. A. Browning
J. R. Cullison
C. L. Greiber
Everett P. Hilton
Walter Markham
Cecil Stanley
Robert Winger

ALTERNATES

John A. Beaumont
J. D. Ingram
Ernest Kramer
Joseph Murphy
Mark Nichols
Byrl Shoemaker
John W. Struck

WORKSHOP PLANNING COMMITTEE

James B. Ellingson
Arthur C. Hearn
Howard F. Horner
William G. Loomis
Henry TenPas

Research and Development Program
for
Vocational-Technical Education

Sub Units of Current Activity

1. Current Status Survey
2. Perceptions and Conceptual Ideals
3. Analysis of Positions
4. Documentation of PERT
5. Financial Aspects
6. FORMAT AND CRITERIA FOR SELF-ANALYSIS
7. Bridges and Obstacles Between General and Vocational Education
8. Policies and Their Formulation
9. Developmental Activities

APPENDIX E

Preliminary Outline of Format and Criteria for Self-Analysis

APPENDIX E

Preliminary Outline of Format and Criteria for Self-Analysis

The format and criteria are intended as guidelines to assist state divisions of vocational education evaluate their administrative organization and practices through self-analysis. By means of this self-analysis, state division staff members will be able to identify areas of strengths and weaknesses within the several components of administration.

It is hoped that through rigorous self-analysis state divisions will be encouraged to look objectively at their administrative practices.

The criteria will be so formulated as to be generally applicable to all state divisions, recognizing that there can be no single ideal pattern of administration acceptable to all states.

A tentative outline of the proposed format and criteria for self-analysis is given below:

PART ONE

I. Introduction-Principles and Objectives of Evaluation of State Divisions of Vocational Education

II. The Self-Evaluation

  A. Preliminary Study
  B. Statement of Policies
  C. The Self-Evaluative Procedure
  D. Explanation of Symbols and Their Use
  E. Definition of Terms

III. The Visiting Committee

  A. Selection of the Committee
  B. The Visit

IV. Suggestions for Follow-up

APPENDIX E (cont.)

PART TWO

The Self-Evaluation

- I. Philosophy and Objectives
  - A. Statement of Philosophy
    - 1. Guiding Principles
    - 2. Division's Own Statement of Objectives
  - B. Statement of Objectives
    - 1. Basic Premises
    - 2. Division's Own Statement of Objectives
- II. Criteria for Self-Evaluation of Components of State Division Administration of Vocational-Technical Education
  - A. Policy Formulation
  - B. Financing
  - C. Promoting
  - D. Directing
  - E. Organizing
  - F. Staffing
  - G. Researching
  - H. Planning
  - I. Coordinating
  - J. Communicating
- III. Summary, Analysis and Implementation

APPENDIX F

Meeting of Directors of Research and Development Centers for Vocational-Technical Education

APPENDIX F

Meeting of Directors of Research and Development Centers

Participants:

Harry G. Beard, Vocational-Technical Education Center, North Carolina State University, Raleigh

Henry S. Brunner, Vocational-Technical Education Center, Ohio State University, Columbus

A. R. Bunger, Program for Research and Development in Vocational-Technical Education, University of California, Berkeley

John K. Coster, Director, Vocational-Technical Education Center, North Carolina State University, Raleigh

Norman F. Dufty, University of Wisconsin Center for Technical Education, and Assistant Principal, Western Australian Institute of Technology

H. M. Hamlin, Program for Research and Development in Vocational-Technical Education, University of California, Berkeley

E. E. Holt, Program for Research and Development in Vocational-Technical Education, University of California, Berkeley

Allen Lee, Director, Program for Research and Development in Vocational-Technical Education, University of California, Berkeley

Bernard Michael, Program Evaluation Office, Bureau of Adult and Vocational Education, Office of Education, Department of Health, Education and Welfare

Wesley P. Smith, State Director of Vocational Education, State of California

Joseph R. Strobel, Program for Research and Development in Vocational-Technical Education, University of California, Berkeley

J. Chester Swanson, Coordinator, Program for Research and Development in Vocational Education, University of California, Berkeley

Robert E. Taylor, Director, Vocational-Technical Education Center, Ohio State University, Columbus

Robert M. Worthington, State Director of Vocational Education, State of New Jersey

September 26, 1966:

The meeting was called to order at 8:30 a.m. by Allen Lee, who welcomed the group and made formal introductions of persons attending the meeting.

The Directors of the Centers at North Carolina State University, The Ohio State University, and the Director of the Program at the University of California (Berkeley) presented an overview of the major focus of research and development on evaluation being conducted in each Center.

Dr. Robert Taylor characterized as follows the guidelines and direction Ohio State University is pursuing in research and evaluation:

1. States need to be highly concerned with evaluation.
2. States are logical units for evaluation.
3. Evaluation could be divisible, but at some point the whole state program needs to be looked at from a management concept.
4. The emphasis is on self-evaluation.
5. The key and critical types of variables should be identified.
6. There is a plan to evolve a structure that could be built into state level decision-making and programming.

7. Already perfected instruments will be used to the largest extent possible.

8. A large problem is organizing, structuring, and summarizing of the evaluation so that it will have meaning.

9. The plan focuses on developing a model for realistic evaluation of state programs of vocational and technical education.

Dr. John Coster from the North Carolina State Center outlined their work in evaluation as follows:

1. The major focus is evaluation at the local level.

2. Evaluation is approached from four different directions.

    a. Social values approach

    b. Multi-disciplinary approach

    c. Evaluation of experimental programs of occupational education

    d. Developing of achievement measures in trade and industrial education.

Dr. Lee, Director of the Program for Research and Development in Vocational-Technical Education, University of California (Berkeley), outlined the Program's present major emphasis, as follows:

1. This is a nationwide study (50 states) of the administration of vocational-technical education at the state level and is concerned with both research and development. The program is currently divided into sub-units, including:

    a. Current Status of administration in each of the 50 state divisions of vocational education ("Administration" includes policy, financing, organization, staffing, planning, promotion, direction, communication, coordination, and research activities)

   b. Identification of the perceptions of a wide variety of persons in each state with regard to:
      (1) What is, and
      (2) What should be in the administration of vocational education
   c. Policies and the policy-making process in a state division of vocational education
   d. Analysis of job descriptions, responsibilities, and activities of the professional staff of a state division of vocational education
   e. Format and Criteria for Self-Analysis (by state divisions of vocational education)
   f. Bridges and Obstacles between general and vocational education, the state agency and local schools, the state and Federal agencies, and between the state agency and higher education
   g. Finance policies of the state divisions of vocational education and returns to the public for dollars invested in state staff
   h. PERT (Program Evaluation and Review Techniques)
   i. Developmental activities.

2. The central focus is upon the administration of the 50 individual state divisions of vocational education. Incidental attention is given to vocational-technical programs in secondary schools, area schools and community colleges, and higher education--insofar as these reflect the influence (or lack of influence) of the state divisions of vocational education.

3. The basic premise is that identification and use of better patterns of administration on the state level will result in better vocational-technical programs.

APPENDIX F (cont.)

Dr. Wesley Smith, Director of Vocational Education, California, commented on the difficulites encountered in this Division because of lack of time to go beyond the operational aspects of the job. He commented that one of the greatest needs of the Division is to analyze what our job is in line with the needs of the times and the future. No longer do operating practitioners have time, energy, and competence to concern themselves with activities other than day-to-day operation because the program in vocational education has become so sophisticated, elusive, and demanding that it takes a different breed and a new approach to make the analyses we formerly made. He suggested the need for study of the entire operation of vocational education in California to find guidelines for the next twenty years. California receives $13,000,000 per year for vocational education and could use $300,000 during the next period of years to find out what kind of job needs to be done. California has taken a year in getting ready, believing this would result in a better start on the projected date of January 1, 1967.

Dr. Smith also indicated difficulty in funneling research findings to the people who might use them. He asked: (1) "Are conscientious efforts and energy given to the ways in which information is to be accumulated?" and (2) "How is information to reach us in usable form so it can be absorbed and will influence operation?" He considered these to be the greatest problems as he attempts to give direction to vocational education in the state. Also mentioned were the continual requests for information to which he finds little or no time to respond. His only recourse is to give the request to someone else and hope that enough time and thoughtful preparation are given to it. He believes that many of these requests are being returned on the basis of quick judgments and after a minimum of effort. If a study is to adequately tap front-line thinking, a way must be found to secure reactions from this level. Nothing better can come out of a study than what goes into it. In the past, he had been quick to volunteer California as a pilot state for various studies, but because of the pressure of time, additional responsibilities, and the shortage of first-line staff, he has misgivings about any further involvement. He insisted that studies be valid and worthwhile before valuable time, effort, and staff involvement are requested of state divisions. He opposed using the

RCU for providing others with data or conducting research. He favored using the RCU to define critical problem areas and promote the coordination of research.

Dr. Robert Worthington, Director of Vocational Education, New Jersey, added that he, too, was sympathetic to research efforts, but an impossible number of questionnaires come across his desk. Often they involve a great number of people and pose some fairly personal questions that possibly should not be asked or which may cause problems. New Jersey is very eager to cooperate, but there is a need to establish better working relationships and to coordinate visits.

Bernard Michael presented two questions: (1) "How can all the research be acoommodated and be put to use?" and (2) "How can the states handle the large volume of research?" He thought that much effort would be expended at the Office of Education in answering these questions. Everyone is sympathetic, but these problems need to be faced. Much work needs to be done to utilize all the information resulting from research. A few years ago when the need for information on scientific research and manpower initially involved tremendous data gathering efforts, industrial and business firms were deluged with questionnaires requesting data. With the present research and data collection efforts in education concentrating heavily on a smaller group of fifty state agencies, the problem for these agencies is becoming overwhelming.

Dr. Lee pointed out that the primary purpose of this meeting is to further coordinate projects and efforts among the Centers. After a discussion among the participants, the following agenda was agreed upon:

1. Explore and discuss evaluation efforts at the national level

2. Probe evaluation of:

    a. North Carolina State University, Raleigh

    b. Ohio State University, Columbus

    c. University of California, Berkeley

d. The Compact Among the States

e. Others

3. Discuss means of getting and applying acceptable criteria for evaluation

4. Discuss means for attaining respectable research methodology

5. How can we avoid undesirable duplication and complement one another's efforts?

6. What are desirable relationships with the 44 RCU's?

7. Who can do what most effectively and efficiently?

8. How can our efforts result in an impact on the operational programs of vocational-technical programs?

9. How can our activities be made to provide practical assistance to vocational-technical education?

Mr. Michael commented upon the evaluation of vocational-technical education. He pointed out that the evaluation required by the Vocational Act of 1963 each five years is separate from evaluation activities planned by the U.S. Office. The ad hoc evaluation council will be non-government in membership and have its own staff. The Office of Education (HEW) personnel will, however, assist the Advisory Review Council (as it is referred to in PL 88-210) in any way possible. He also noted that the U.S. Office is endeavoring to improve, simplify, and mechanize reporting of statistical information.

Dr. Coster reported on evaluation projects at North Carolina State. Attention there is directed toward broad evaluation. An instrument for the development of evaluative procedures has been developed. Dr. Coster read portions of the instrument covering ten areas to be tested. Evaluations will be made in areas within four Southern states.

Dr. Lee defined criteria briefly as standards on which decisions may be based. He indicated that in the University of California Project criteria will be suggested. If a criterion is deemed not to be appropriate for a given situation, the state staff concerned will be asked to define a criterion which is appropriate. An initial draft of a criteria for self-analysis by state divisions will be ready next month. Concepts of the discipline of management analysis are included, and standards are being suggested. State directors and staffs will then be contacted for their ideas and judgments. Collective judgments will be pooled in deciding the standards to be used.

Dr. Coster thought that one thing to look at is the testing of criteria, and another aspect is concern about different kinds of operational programs existing in schools. It appears that we need to look at programs in terms of dollar magnitude. Outcomes can take a number of forms-- "What do they do for productivity or the economy? What is the total return form vocational education?" Social and personal benefits are other concerns. There is some concern whether benefits can be examined broadly, relating them to vocational-technical education. A multi-disciplinary approach, using the tools of economics, sociology, anthropology, and other disciplines can be used to provide a broad, objective base. An attempt will be made to develop these tools at the North Carolina State Center. This is the second major thrust, starting in January, 1967.

Mr. Michael asked how much of the proposed procedure was conceptual in nature. Dr. Coster indicated he felt the economic aspects are fairly well delineated and that there would be less difficulty in studying these than some others. The thrust at the Center is to set up constructs, test them, and demonstrate a broader conceptual base for the evaluation of vocational education. Once the broad base is demonstrated, the Center has responsibility for devising operational procedures. They must be practical, if acceptance is to be gained.

Discussion at this point revolved around concerns about duplication of efforts and the continuance of combined data collecting. Dr. Coster indicated he was not concerned about duplication and felt that in the main the Centers were not really duplicating their efforts. He felt, however, that constant communication should take place to guard against occurrence of unnecessary duplication.

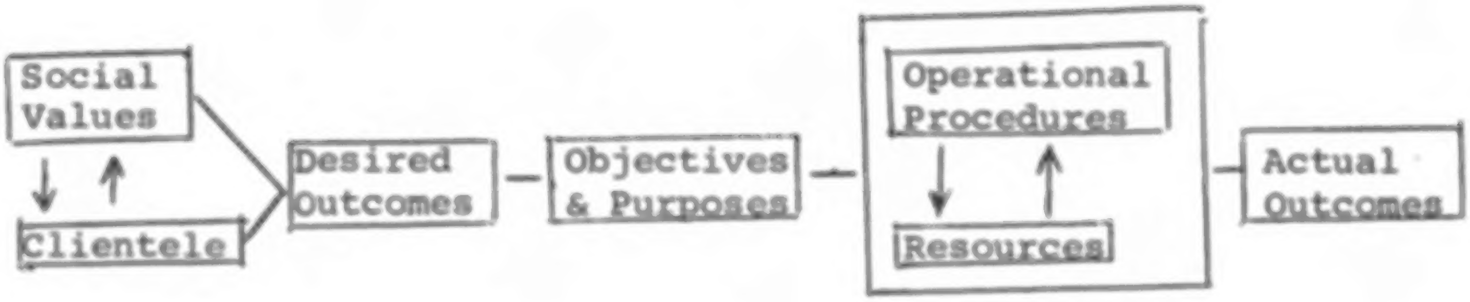
Dr. Hamlin spoke of the activities of the Compact Among the States and its move to Denver. He believes that the Compact would have an effect on vocational education. Thirty states are involved. When and if the Compact is fully funded, it will have an income of $1,375,000 per year.

Dr. Lee suggested there would be merit in giving the Compact a briefing on our projects. Other groups suggested were: (1) The Great Cities Study (Don Brill); (2) Large Cities Project; (3) Regional Laboratories; (4) Carnegie National Assessment of Education; and (5) Education Research Information Center.

Dr. Hamlin voiced some cautions regarding the taking of time to do worthwhile and sensible evaluations. He mentioned concerns about methodology, whom to involve, and procedures to use. Also pointed out were the many complexities involved in the area of evaluation. Other ideas about evaluative criteria were:

1. Flexibility in evaluative criteria is needed. (Michael)
2. Purposes of education need to be decided upon before starting criteria. (Smith)
3. Evaluation should be accomplished in terms of behavioral aspects. (Taylor)
4. Identification of and agreement on objectives are necessary. (Lee)
5. Involvement of many people is needed. (Swanson)
6. Incompleteness of research must be guarded against. (Swanson)
7. There is need to guard against just one method of evaluating vocational education--many concepts of evaluation are needed. (Hamlin)
8. Vocational centers could contribute to, but do not have authority nor desire to conduct the national evaluation. (Taylor)

1. Purpose
2. Procedures
3. Resources
4. Outcomes


Social Values
Clientele
Desired Outcomes
Objectives & Purposes
Operational Procedures
Resources
Actual Outcomes

The aim is to determine how closely actual outcomes parallel desired outcomes. Desired outcomes are in constant flux.

Comments on the process of program appraisal as diagramatically represented were as follows:

1. The most important step in the process is omitted. How adequate are the processes by which those responsible for policy translate social values and the needs of the clientele into policies that will accomplish the rest of the process? (Hamlin)

2. Many people know about the process but know little about the other. (Lee)

3. People are forced into operational procedures and should be involved in the other steps. Too often they are not. (Lee)

Dr. Harry Beard commented that all Centers should develop and follow an evaluative procedure. There is a need to evaluate each Center's own work and a need for two or three ways of evaluating.

9. Lay, professional, other persons from several disciplines, and vocational educators should be involved in developing acceptable evaluative criteria. (Lee)

10. After involving many people, there is a need for a representative jury to judge and select criteria to be used. (Strobel)

11. Evaluative procedures should be required in all project proposals. (Smith)

Dr. Lee summarized the group consensus. All seemed to agree that the University centers should be concerned with developing designs and procedures for evaluation, but there were differences of thinking regarding who should conduct evaluations.

The meeting was recessed at 3:30 p.m. until the morning of September 27.

September 27, 1966:

The meeting reconvened at 8:30 a.m. with the following persons in attendance:

Harry G. Beard
Henry S. Brunner
A. R. Bunger
John K. Coster
Norman F. Dufty
H. M. Hamlin
Allen Lee
Bernard Michael
Robert Taylor
Robert Worthington

After a brief summary of the previous day's proceedings, Dr. Lee called upon Dr. Coster to present a concept for the appraisal of programs that has been suggested by Chester Harris, Editor of the Journal of Educational Research, as follows:

Dr. Taylor indicated that a systematic approach requires that schedules be meshed so that all operations are finished at approximately the same time.

Avoidance of duplication was again brought up, and it was suggested by Dr. Taylor that the Centers meet to discuss details. Dr. Lee requested invitations for a meeting, and both Ohio State and North Carolina State volunteered as hosts. Dr. Lee suggested periodic meetings of the personnel from the three Centers.

Dr. Lee mentioned the possibility of contacting Wendell Pierce of the Compact of States. Dr. Taylor agreed to contact Dr. Pierce and was instructed to suggest November 21 and 22 as possible meeting dates.

Dr. Lee suggested discussion of RCU relationships to the Centers. Dr. Taylor stated Ohio State is helping in the acquisition of ERIC materials. Dr. Coster suggested the RCU personnel should be invited to visit the Centers to establish mutual cooperation and communication.

Dr. Lee thanked the group for their attendance and participation. The meeting was adjourned at 11:00 a.m.

APPENDIX G

Sample Letter of Instructions for State Data Collection Visit

APPENDIX G

Sample Letter of Instructions for State Data Collection Visit

December 6, 1966

Mr. Fred W. Eberle, Director
Division of Vocational Education
Department of Education
Charleston, West Virginia 25305

Dear Fred:

This letter is in response to your discussion of this date (December 6) with Al Bunger regarding our anticipated meeting with you and some of your staff.

Our research project is focused upon each one of the fifty state divisions of vocational-technical education. We believe that these state agencies are vitally essential to education generally and they will have an increasingly important role to play between local schools and the federal government.

Our research and development activities are divided into six areas or divisions:

1. Current Status Survey--this involves identification of the kind of administration currently in existence in each individual state division of vocational education, including such factors as policy and policy formulation, organization, planning, staffing, directing, coordinating, and researching activities.

2. Identification and measurement of perceptions of a variety of persons--here we try to look through the eyes of many different people in the state in order to visualize what they see as they look at the administration of the state agency and also what they would like to see under ideal circumstances.

3. Professional Job Analyses--here we are collecting written job descriptions of professional staff and making arrangements to diary the activities of a few selected individuals.

4. Bridges and Obstacles--this activity is designed to identify the bridges and obstacles between vocational and general education, between the state agency and higher education and between the state agency and the federal government.

5. Finance--this activity is concerned with the identification and analysis of tax funds expended for state level activities and reimbursement policies.

6. Policy Formulation Process--in this activity we are identifying policies and the policy formulation process.

We gather information for the several activities listed above through the accumulation of written materials, group and individual interviews. A major part of this work has already been completed in seventeen states, and many others are scheduled. The vast amount of information being accumulated is primarily being used to help us in the development of a format and criteria instrument which will be made available for state divisions of vocational education to utilize as a guide in self-analysis at their option.

We believe the process of self-analysis to be potentially most fruitful in achieving development and improvement generally, so far as the administration of vocational education at the state level is concerned.

We have previously mentioned the definite possibility that some of our findings may be utilized by the recently appointed national committee of which Mike Hunt of New Mexico is a member, and which is charged with reporting to the Congress and the administration regarding the status of vocational education nationally.

Ultimately, we will supply each individual state with a summation of the information gathered in that state. We will also supply the Office of Education (HEW) with a national report. The national report, however, will not identify states or individuals.

Our basic purpose is not immediate evaluation, but rather to accumulate information to utilize as a basis for devising the format and criteria instrument for self-analysis, as mentioned above. The state director of vocational education will have sole prerogative to determine the disposition of the report for his state.

Although we interview many individuals in each state, we assign numbers in place of names of individuals in order that the identity of the individual respondents will be kept confidential so far as their responses are concerned.

We have been extremely pleased with the reception which we have received in seventeen states to date. These include Wyoming, Utah, Nevada, Maine, Vermont, Massachusetts, Nebraska, Ohio, Indiana, Kentucky, Colorado, New Mexico and Oregon.

For your general information, enclosed is a copy of the typical letter which we send to each state. This will answer some of the additional questions which you may have.

Our understanding is that you and your staff have discussions this week and then suggest a date for the meeting described in the enclosure. As soon as we hear from you, we will send you a letter of confirmation, etc. I hope you can suggest a date in January or early February. Our intent is to work very closely with the state division of vocational education in each state since we think this involvement is essential.

Please let us know if we can answer any additional questions or be of any assistance to you. We look forward to working with you.

Best wishes,

Allen Lee
Director

APPENDIX G (cont.)

Dear

This letter is a follow-up to our recent discussion concerning a meeting to be held in on in connection with our national study of the state level administration of vocational-technical education.

We are suggesting you invite a group of persons such as those listed below to be present for one day ( ). This day will include general orientation and explanation of our research and development activity, written responses to various questions in areas which we have previously discussed with you, a presentation concerning philosophy and the nature of the process of change in education and some large group discussion (note Enclosure).

At a later date, we will contact you to discuss a schedule for individual interviews with a limited number of persons, mostly located in .

We request that you issue invitations on your own and our behalf to such persons as the following to participate on .

1. The Superintendent of Public Instruction
2. State Director of Vocational Education
3. The Chiefs of the various vocational services
4. Three or four representatives from the Department of Public Instruction, such as the assistant superintendents or directors of various areas
5. State Director of Guidance
6. State Director of Vocational Rehabilitation
7. Two or more members of the State Board for Vocational Education
8. The members of your State Advisory Council
9. State Finance Officer
10. The person with responsibility for coordinating research in Vocational-Technical Education (RCU)
11. Two state senators (preferably from Education and/or Finance Committees of the State Legislature)
12. Two state representatives (preferably from Education and/or Finance Committees of the State Legislature)

13. The President of the State Association of School Boards*
14. The President of the State Association of School Superintendents of Administrators*
15. The President of the State Association of Secondary School Principals*
16. Three local vocational directors**
17. Three local vocational teachers**
18. Three general education teachers**
19. The Head of each vocational teacher training program (e.g., agriculture, trade and industrial education, etc.) from each major vocational teacher education institution
20. A representative of a private vocational school
21. Two persons representing Labor
22. Two persons representing Management
23. Two persons representing Agriculture
24. Two persons representing area vocational schools
25. Two persons representing Community or Junior Colleges
26. The Director of the State Employment Service
27. The Director of the State Apprenticeship Council
28. Representation from the press (if you approve)
29. Representation from the Chamber of Commerce
30. Such others as you deem advisable

We count on your good judgment to insure random selection of representatives to avoid "stacking the cards," or skewing the results.

In addition to inviting the above persons, we should appreciate having you:

1. Arrange for a meeting place to accommodate the anticipated attendance.

---

* This person should be asked by you to select two additional persons from his Association; one from a rural area and one from an urban area. They will be asked to respond as individuals speaking for themselves, rather than for their Associations.

** Preferably representing both rural and urban areas.

APPENDIX G (cont.)

(preferably the three small rooms should be in addition to the main meeting room). These small rooms should be equipped with tables or some other writing surface.

3. Arrange for the details of the luncheon for the entire group (preferably near the meeting place).

4. Contact us whenever you have any additional questions.

One of our staff will contact you on
to review any last minute questions which you might have.

We have limited funds to cover such appropriate costs as lunch and coffee. We hope that most of the participants would be able to travel on some other budget; however, if some of these people have no other sources of reimbursement, we should provide travel funds for them. We prefer that the total budget supplied by us not exceed $350.00. If you will give us an estimate of what you believe the total cost will be, we will make a firm commitment accordingly. What is your recommendation on this?

These suggestions represent our best judgment at this time. We will appreciate any comments or suggestions which you may have for revisions, deletions or additions. We look forward to seeing you.

Best wishes,

Allen Lee
Director

AL:bjm
12/6/66

Enclosure

APPENDIX G (cont.)

Enclosure

Tentative Agenda for

9:00 - 9:30 --- Registration--Local arrangements

9:30 - 9:45 --- Opening remarks, greetings and explanations (your personnel)

9:45 - 10:20 --- Overview of Project (University of California personnel)

10:20 - 10:25 --- Sub-group assignments (University of California personnel)

10:25 - 10:45 --- Coffee

10:45 - 12:00 --- Sub-group meetings to answer questions (University of California personnel in charge)

Lunch (Special activities, e.g., luncheon speakers, etc., if any are at the discretion of the State Director.)

1:30 - 3:30 --- Large group meeting to consider and discuss changes and pertinent questions related to Vocational-Technical Education (University of California personnel)

3:30 --- Summary or final comments (your personnel)

APPENDIX H

Statistical Report of Data Collection Visits

APPENDIX H

Statistical Report of Data Collection Visits

ALASKA

Place: Anchorage and Juneau

Schedule: Group Data Collected .... October 3, 1966
Individual Interviews ... October 3, 4, 1966

Team: Patricia Lantz (Team Leader), Allen Lee, John Nasman

Participants:

A. Group Interview Instrument Respondents

State Department of Education Personnel	21
Other Educators	0
Lay Personnel	8
Total	29

B. Individual Interviews

State Department of Education Personnel	1
Lay Personnel	4
Total	5

ARIZONA

Place: Phoenix

Schedule: Group Data Collected .... November 1, 1966
Individual Interviews ... November 2, 1966

Team: A. R. Bunger (Team Leader), Allen Lee, Edward Holt, John Nasman

Participants:

A. Group Interview Instrument Respondents

State Department of Education	15
Other Educators	20
Lay Personnel	18
Total	53

B. Individual Interviews

State Department of Education	4
Other State Officers (Empl. & Fin.)	2
Lay Personnel	3
Total	9

APPENDIX H (cont.)

COLORADO

Place: Denver (Olin Hotel)

Schedule: Group Data Collected .... September 20, 1966
Individual Interviews ... to be completed at later date

Team: A. R. Bunger (Team Leader), Allen Lee, Patricia Lantz
Other Staff Present: Sara Pierce, John Ross, Edgar Morphet, Joe Strobel, Byron Stetler

Participants: (Group Interview Instrument Respondents)

State Department of Education Personnel	17
Other Educators	27
Lay Personnel	12
Total	56

CONNECTICUT

Place: Hartford

Schedule: Group Data Collected .... October 25, 1966
Individual Interviews ... October 24, 25, 1966

Team: Edward Holt (Team Leader), Boyd Applegarth, Joseph Strobel

Participants:

A. Group Interview Instrument Respondents

State Department of Education Personnel	20
Other Educators	10
Lay Personnel	16
Total	46

B. Individual Interviews

State Department of Education Personnel	8
Lay Personnel	2
Total	10

APPENDIX H (cont.)

INDIANA

Place: Indianapolis

Schedule: Group Data Collected .... October 20, 1966
Individual Interviews ... October 21, 1966

Team: Edward Holt (Team Leader), Joseph R. Strobel

Participants:

A. Group Interview Instrument Respondents

State Department of Education Personnel	13
Other Educators	28
Lay Personnel	3
Total	44

B. Individual Interviews

State Department of Education Personnel	5
Other Educators	2
Lay Personnel	4
Total	11

KENTUCKY

Place: Frankfort

Schedule: Group Data Collected .... September 7, 1966
Individual Interviews ... to be completed at later date

Team: Edward Holt (Team Leader), Paul Reiling, Boyd Applegarth, Patricia Lantz

Participants: (Group Interview Instrument Respondents)

State Department of Education Personnel	15
Other Educators	28
Lay Personnel	11
Total	54

APPENDIX H (cont.)

MAINE

Place: Augusta

Schedule: Group Data Collected .... August 15, 1966
Individual Interviews ... August 16, 1966

Team: A. R. Bunger (Team Leader), Allen Lee, Charles Achilles, John Nasman, Edward Holt, Paul Reiling

Participants:

A. Group Interview Instrument Respondents

State Department of Education Personnel	18
Other Educators (College, University, Local Schools)	11
Lay Personnel	9
Total	38

B. Individual Interviews

State Department of Education Personnel	6
Other Educators	0
Lay Personnel	4
Total	10

MASSACHUSETTS

Place: Boston and Andover

Schedule: Group Data Collected August 18, 1966
Individual Interviews August 19, 1966

Team: A. R. Bunger (Team Leader), Allen Lee, Charles Achilles, Edward Holt, Paul Reiling, John Nasman

Participants:

A. Group Interview Instrument Respondents

State Department of Education Personnel	20
Other Educators	29
Lay Personnel	10
Total	59

B. Individual Interviews

State Dept. of Education Personnel	4
Other Educators	0
Lay Personnel	4
Total	8

APPENDIX H (cont.)

NEBRASKA

Place: Frankfort

Schedule:
Group Data Collected .... September 14, 1966
Individual Interviews ... September 15, 1966

Team: Edward Holt (Team Leader), Allen Lee, A.R. Bunger, Sally Pierce, Patricia Lantz

Participants:

A. Group Interview Instrument Respondents

State Department of Education Personnel	10
Other Educators	12
Lay Personnel	6
Total	28

B. Individual Interviews

State Department of Education Personnel	3
State Finance Department	1
Lay Personnel	2
Total	6

NEW HAMPSHIRE

Place: Concord

Schedule: Group Data Collected .... November 29, 1966
Individual Interviews ... November 30, 1966

Team: Edward Holt (Team Leader), Joseph Strobel, Charles Achilles

Participants:

A. Group Interview Instrument Respondents

State Department of Education Personnel	21
Other Educators	21
Lay Personnel	7
Total	49

B. Individual Interviews

State Department of Education Personnel	3
Other Educators	2
Lay Personnel	4
Total	9

NEW JERSEY

Place: Trenton, Princeton

Schedule: Group Data Collected .... October 26, 1966
Individual Interviews ... October 27, 1966

Team: Edward Holt (Team Leader), Boyd Applegarth, Joseph Strobel

Participants:

A. Group Interview Instrument Respondents

State Department of Education Personnel	23
Other Educators	35
Lay Personnel	10
Total	68

B. Individual Interviews

State Dept. of Education Personnel	8
Other Educators	2
Lay Personnel	4
Total	14

APPENDIX H (cont.)

NEW MEXICO

Place: Santa Fe

Schedule: Group Data Collected .... November 30, 1966
Individual Interviews ... November 29, 1966

Team: A. R. Bunger (Team Leader), Boyd Applegarth

Participants:

A. Group Interview Instrument Respondents

State Department of Education Personnel	15
Other Educators	16
Lay Personnel	9
Total	40

B. Individual Interviews

State Department of Education Personnel	4
Other Educators	1
Lay Personnel	2
Total	7

OHIO

Place: Columbus (Southern Hotel)

Schedule: Group Data Collection ... September 20, 1966
Individual Interviews ... to be completed at later date

Team: Edward Holt (Team Leader), Boyd Applegarth

Participants: (Group Interview Instrument Respondents)

State Department of Education Personnel	21
Other Educators (college, university, local schools)	33
Lay Personnel	14
Total	68

APPENDIX H (cont.)

OREGON

Place: Salem

Schedule: Group Data Collected ... November 22, 1966
Individual Interviews ... to be completed at later date

Team: Patricia Lantz (Team Leader), Boyd Applegarth, A. R. Bunger

Participants: (Group Interview Instrument Respondents)

State Department of Education Personnel	15
Other Educators	23
Lay Personnel	14
Total	52

UTAH

Place: Salt Lake City

Schedule: Group Data Collected .... July 21, 1966
Individual Interviews ... August 23, 24, 25, 1966

Team: John Ross (Team Leader), Boyd Applegarth, Paul Reiling, John Nasman

Participants:

A. Group Interview Instrument Respondents

State Department of Education Personnel	12
Other Educators (college, university, local schools)	14
Lay Personnel	16
Total	42

B. Individual Interviews

Chief State School Officer	1
State Director of Vocational Education	1
State Board of Education Members	2
State Advisory Committee for Vocational Education Members	2
State Legislators	2
Total	8

VERMONT

Place: Montpelier

Schedule: Group Data Collected .... August 17, 1966
Individual Interviews ... August 18, 1966

Team: John Nasman (Team Leader), Allen Lee, Paul Reiling, Charles Achilles

Participants:

A. Group Interview Instrument Respondents

State Department of Educational Personnel	10
Other Educators	12
Lay Personnel	9
Total	31

B. Individual Interviews

State Department of Education Personnel	4
Other Educators	1
Lay Personnel	4
Total	9

WYOMING

Place: Cheyenne

Schedule: Group Data Collected ... July 20, 1966
Individual Interviews .. to be collected at later date

Team: Boyd Applegarth (Team Leader), Charles Achilles, William Magnusson, A. R. Bunger

Participants: (Group Interview Instrument Respondents)

State Department of Education Personnel	16
Other Educators (college, university, local schools)	16
Lay Personnel	12
Total	44

APPENDIX I

Classification of Participants in Data Collection and Respondent Categories for Data Analysis of Group Interview Guide

APPENDIX I

Classification of Participants in Data Collection and Respondent Categories for Data Analysis of Group Interview Guide

101. Office of Chief State School Officers
102. State Director--Vocational Education
103. Person in charge of general education program area(s) within State Department of Education
110-122. Person concerned with single education program area within SDVE
    111 Adult Education and Veterans
    112 Guidance
    113 Agriculture
    114 Business and Office
    115 Distributive Education
    116 Health Occupations
    117 Home Economics
    118 Industrial Arts
    119 T & I
    120 Tech. Programs
    121 Public Services
    122 MDTA

104. Person concerned with multiple education program areas within SDVE (other than State Director)
105. Person concerned with general education research--SDE (Design)
106. Person concerned with vocational rehabilitation
130. Person concerned with RCU
    131 In SDVE and/or SDE
    132 In higher education

200. Local school representatives (K-12)
    210 Board members
    220 Administrators other than Directors of Vocational Education
    230 Directors of Vocational Education
    240 Teachers in Vocational Education
    250 Teachers in General Education

300. Community and/or Junior Colleges
    310 Administrators
    320 Teachers in Vocational Education
    330 Teachers in General Education

APPENDIX I (cont.)

400. Area Vocational Schools
    410 Administrators
    420 Teachers
450. Representative from private vocational schools

500. Higher Education
    510 Vocational Education (only)
    520 Other

600. State Education Board Member
    610 Vocational Education (only)
    620 General Education (only)
    630 General and Vocational Education

710. State Vocational-Technical Advisory Committees
720. Analyst Responsible for SDVE Budget (not staff member of SDE or SDVE)
730. Legislators
741. Representative for employment security or civil service
742. Representative for State Apprenticeship Council
743. Chamber of Commerce (or other civic organization)
744. Representative from Labor organizations
745. Representative from Management
746. Representative from Agriculture

900. Other

APPENDIX J

List of Material Secured from Each State

APPENDIX J

List of Material Secured from Each State

(The Team Chairman has responsibility to determine which items are already on file in Berkeley in advance of a trip to a state. Insofar as possible, these materials should be picked up while the team is in the state, rather than just getting a promise to "mail later.")

1. State Directory of Educational Personnel for the current or the latest year available. (We are primarily interested in a listing of positions and personnel in the State Department of Education and the State Division of Vocational Education.)

2. State Plan for Vocational Education (most recent draft.)

3. A copy of the current organizational chart of the State Department of Education and also organizational chart for the State Division of Vocational Education (if separate from the State Department of Education.)

4. Report of Projected Program Activities for Vocational and Technical Education for all of the years available.

5. Job descriptions for professional staff members of the State Department of Education and also for the State Division of Vocational Education if these are separate. There may be several types of job descriptions in various locations. The following sources should be checked:

   A. The Civil Service Agency Office for the State
   B. The Personnel Officer in the State Department of Education
   C. The Personnel Officer in the State Division of Vocational Education, if there is such an office separate from the State Department of Education
   D. The State Director of Vocational Education
   E. Head State Supervisors of the various services.

   Some of the job descriptions will be very general in nature, and others may be quite specific. We need both types and for as many of the professional staff as possible.

6. Copy of personnel policies for (1) the SDE, (2) the SDVE, and (3) the state in general (e.g., Civil Service.)

7. A copy of the Salary Schedule for (1) the State Department of Education and one for (2) the State Division of Vocational Education (if separate ones exist). Should get information for both "classified" and "unclassified" positions. (3) State colleges and universities.

8. Copies of the specific agreements covering reimbursement to teacher education institutions for the years 1962-63, and subsequently.

9. Copy of policies and any information pertaining to disbursement of funds to local schools (including secondary schools and post high school institutions) for vocational education programs.

10. Copy of school laws, may be limited to those pertaining to the operation of vocational-technical education in secondary and post high school institutions.

11. Copy of the current operating policies of the State Board of Education.

12. A copy of the operating policies of the State Board for Vocational Education (if separate from the State Board of Education).

13. A copy of each of the following reports for 1962-63 and for 1965-66 (if 1965 is not available, ascertain when it will be available):

    A. OE-4041 --- Annual Descriptive Report of Program Activities for Vocational Education
    B. OE-4042 --- Financial Statement of Federal Funds for Vocational Education
    C. OE-4043 --- Expenditure of Funds for Vocational Education by Program
    D. OE-4044 --- Expenditure of Funds for Vocational Education by Purpose
    E. OE-4046 --- Number and Type of Schools Offering Vocational Education Programs

APPENDIX J (cont.)

F. OE-4047-1 --- Number of Teachers in Vocational Education Programs
G. OE-4047-2 --- Number of State Personnel and Local Administrators in Vocational Education
H. OE-4047-3 --- Status of Teacher Training in Vocational Education
I. OE-4048 --- Enrollments in Vocational Education Programs
J. OE-4220 --- Project Status and Expenditures of Vocational Area School Construction
K. OE-4221 --- Enrollment in Supporting Vocational Education Courses
L. OE-4267 --- Status of Vocational Education Work-Study Program
M. OE-4058 --- Reallotment of Vocational Education Funds, all titles, for Current Fiscal Year
N. OE-4059 --- Estimated Balances and Funds Needed under the George-Barden Act allotments.....July 10
O. OE-4045 --- Follow-up of Enrollees in Cooperative and Preparatory Vocational Education Programs...December 15

P. OE-4057 --- New Developments and Estimate of State Enrollment in Vocational Education...December 15.

14. If there is (in the state) a report such as "Biennial or Annual Report of the State Board for Vocational Education," a copy should be obtained.

APPENDIX K

Samples of Operational Planning

1. Comparison of Plans for Sub-Units

(see following pages)

1. Comparison of Plans for Sub-Units

		Perceptions	Bridges & Obstacles	Finance	Current Status	Position Analysis	Format & Criteria	PERT
I. Prepare Statement of Design and Focus	AWT*	8.0	1.5	2.0	1.8	0.5	4.0	0.5
	ET*	15.0	3.0	10.0	6.0	8.0	2.0	8.0
	ECD*	10-28-66	6-25-66	9-8-66	9-9-66	10-7-66	10-12-66	10-1-66
II. Staff Review, Revision & Approval	AWT	0.4	0.1	0.1	0.1	0.2	0.1	0.1
	ET	1.2	0.6	0.1	1.0	3.2	0.1	4.0
	ECD	10-31-66	9-7-66	9-9-66	9-16-66	11-1-66	10-12-66	11-1-66
III. Prepare Initial Proposal of Data Needed	AWT	2.0	2.0	1.0	0.8	2.0	6.0	2.2
	ET	8.0	4.0	10.0	4.0	9.0	4.0	22.0
	ECD	10-28-66	8-31-66	9-8-66	9-16-66	10-14-66	6-15-66	9-9-66
IV. Staff Review, Revision & Approval	AWT	0.4	0.1	0.1	0.1	0.2	0.1	0.2
	ET	2.8	0.6	0.1	4.0	2.2	0.1	6.0
	ECD	10-31-66	10-21-66	9-9-66	10-10-66	11-1-66	6-15-66	11-1-66
V. Plan "Who, When, Where, How" of Data Collection	AWT	0.4	0.4	1.0	0.2	4.4	5.0	0.5
	ET	3.0	1.4	10.0	5.0	7.0	4.0	8.0
	ECD	7-15-66	10-14-66	9-8-66	10-21-66	10-21-66	6-15-66	9-15-66
VI. Staff Review, Revision & Approval	AWT	0.4	0.1	1.0	0.1	0.2	0.1	0.2
	ET	2.0	0.6	4.0	1.0	1.2	0.1	6.4
	ECD	10-31-66	10-21-66	10-7-66	10-26-66	11-1-66	6-15-66	11-1-66
VII. Plan Data Analysis	AWT	2.0	1.0	0.5	2.0	1.6	2.6	1.0
	ET	4.0	2.0	1.0	5.0	1.6	2.0	8.0
	ECD	10-28-66	10-31-66	10-21-66	10-25-66	10-25-66	7-15-66	9-15-66
VIII. Staff Review, Revision & Approval	AWT	0.4	0.1	0.1	0.1	0.2	0.1	0.1
	ET	2.6	0.6	0.1	2.0	1.0	0.2	6.4
	ECD	10-31-66	11-4-66	10-24-66	11-8-66	11-1-66	7-16-66	11-1-66
IX. Statement of Anticipated Outcomes	AWT	2.0	0.2	0.5	0.2	0.1	4.0	0.4
	ET	3.0	1.0	6.0	3.0	0.4	3.0	8.0
	ECD	10-21-66	10-14-66	10-28-66	11-1-66	10-26-66	8-10-66	10-1-66
X. Staff Review, Revision & Approval	AWT	0.4	0.1	0.1	0.1	0.2	0.1	0.2
	ET	2.0	0.6	0.1	1.0	0.8	0.1	4.0
	ECD	11-15-66	10-21-66	10-31-66	11-7-66	11-1-66	8-10-66	11-1-66

* Key to initials: AWT, Actual Work Time; ET, Elapsed Time; ECD, Expected Completion Date

APPENDIX K (cont.)

		Perceptions	Bridges & Obstacles	Finance	Current Status	Position Analysis	Format & Criteria	PERT
XI. Develop Plan or Format for Final Report	AWT	2.0	1.0	0.5	2.5	1.0	3.0	1.0
	ET	4.0	2.0	1.0	6.0	2.0	2.0	7.0
	ECD	12-16-66	10-31-66	11-4-66	11-18-66	11-15-66	8-10-66	11-21-66
XII. Staff Review, Revision & Approval	AWT	0.4	0.1	0.1	0.1	0.2	0.1	0.4
	ET	2.0	0.6	0.1	2.0	0.6	0.1	2.0
	ECD	12-20-66	11-4-66	11-7-66	12-2-66	11-18-66	8-10-66	12-4-66
XIII. Develop Data Collecting Guidelines and Instrument	AWT	12.0	4.0	1.0	1.3	5.0	12.0	1.0
	ET	20.0	12.0	1.0	3.0	8.0	10.0	12.0
	ECD	10-20-66	10-7-66	10-14-66	12-13-66	12-9-66	8-10-66	7-1-66
XIV. Staff Review, Revision & Approval	AWT	0.4	0.1	0.1	0.1	0.2	0.1	0.2
	ET	2.0	0.6	0.1	1.0	0.2	0.1	17.0
	ECD	10-31-66	10-11-66	10-17-66	12-21-66	12-12-66	8-10-66	11-1-66
XV. Orient Teams to Administer Instrument	AWT	0.1	0.2	0.1	0.5	0.2	N.A.	N.A.
	ET	1.0	1.0	0.1	3.0	0.2	N.A.	N.A.
	ECD	7-15-66	8-23-66	10-17-66	12-21-66	12-14-66	N.A.	N.A.
XVI. Gather Data	AWT	20.0	15.0	14.0	28.4	6.0	28.8	6.0
	ET	30.0	21.8	28.0	28.8	9.0	23.0	26.0
	ECD	1-30-67	1-31-67	1-13-67	2-21-67	2-15-67	4-3-67	1-31-67
XVII. Analyze Data	AWT	18.0	3.0	4.0	9.0	8.4	17.0	1.0
	ET	20.0	5.0	4.0	17.0	4.0	12.0	3.0
	ECD	2-15-67	2-21-67	2-10-67	2-17-67	3-15-67	6-30-67	2-21-67
XVIII. Summarize Data	AWT	8.0	2.0	2.0	3.0	1.0	4.0	0.5
	ET	11.6	5.0	2.0	17.0	2.0	4.0	1.0
	ECD	4-25-67	3-15-67	2-24-67	2-17-67	3-29-67	6-30-67	3-1-67
XIX. Staff Review, Revision & Approval	AWT	0.4	0.1	0.1	0.4	0.2	0.1	0.3
	ET	2.5	0.6	0.1	1.4	0.2	0.1	2.0
	ECD	4-28-67	3-20-67	2-27-67	2-28-67	3-30-67	6-30-67	3-15-67
XX. Draft of Sub-Unit Report	AWT	4.0	1.0	5.0	1.5	4.0	4.0	2.0
	ET	6.0	1.8	5.0	2.4	4.0	4.0	4.0
	ECD	5-29-67	3-31-67	3-31-67	3-17-67	4-27-67	7-28-67	4-15-67
XXI. Staff Review, Revision & Approval	AWT	0.4	0.1	0.1	0.2	0.2	7.0	0.6
	ET	2.0	0.6	0.1	1.2	0.2	4.0	2.0
	ECD	5-30-67	4-5-67	4-3-67	3-27-67	4-28-67	8-25-67	5-1-67

APPENDIX K (cont.)

2. Plan for Format and Criteria Sub-Unit

		Actual Work Time*	Time*	Expected Completion Date
I.	Prepare Statement of Design and Focus	4.0	2.0	10-12-66
	A. Read related literature		2.0	
	B. Write design and focus statement.		2.0	
II.	Staff Review, Revision and Approval of Item I.	0.1	0.1	10-12-66
III.	Prepare Initial Proposal of Data Needed	6.0	4.0	6-15-66
	A. Plan the first workshop		4.0	
	B. Plan the budget		0.3	
IV.	Staff Review, Revision and Approval of Item III.	0.1	0.1	6-15-66
V.	Plan the "Who, When, Where, and How" of Data Collecting	5.0	4.0	6-15-66
	A. Selecting the personnel to be involved		2.0	
	B. Plan the first workshop		4.0	
	C. Plan the travel and physical arrangements.		2.0	
VI.	Staff Review, Revision and Approval of Item V.	0.1	0.1	6-15-66

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* Weeks and tenths of weeks.

APPENDIX K (cont.)

		Actual Work Time*	Time*	Expected Completion Date
VII.	Plan for Analysis of Data.	2.6	2.0	7-15-66
VIII.	Staff Review, Revision and Approval of Item VII (Including Advisory Groups).	0.1	0.2	7-16-66
IX.	Prepare Statement of Anticipated Outcomes	4.0	3.0	8-10-66
X.	Staff Review, Revision and Approval of Item IX.	0.1	0.1	8-10-66
XI.	Plan for Final Report	3.0	2.0	8-10-66
	A. Determine format		1.0	
	B. Plan drafts		1.0	
XII.	Staff Review, Revision and Approval of Item XI.	0.1	0.1	8-10-66
XIII.	Develop Data Collecting Guidelines	12.0	10.0	8-10-66
XIV.	Staff Review, Revision and Approval of Item XIII.	0.1	0.1	8-10-66
XV.	Orient Teams to Administer Instrument	N.A.	N.A.	N.A.
XVI.	Gather Data	28.8	23.0	4-3-67
	A. Conduct first workshop	0.8	1.0	7-15-66
	B. Completion of first tentative draft by committee and Dr. Bennett	16.0	12.0	1-15-67

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* Weeks and tenths of weeks.

APPENDIX K (cont.)

		Actual Work Time*	Time*	Expected Completion Date
C.	Completion of review of tentative draft by Dr. Lee's staff and any agency suggested by Dr. Lee (e.g. Ohio State)	2.0	2.0	1-31-67
D.	Completion of first revision	2.0	2.0	2-15-67
E.	Review of first revision by the National Advisory Committee	2.0	2.0	3-3-67
F.	Completion of second revision	6.0	4.0	4-3-67
G.	Plan the second workshop.	3.0	4.0	4-3-67
XVII.	Analyze Data (Field test of criteria.	17.0	12.0	6-30-67
XVIII.	Summarize Data (Third revision of criteria).	4.0	4.0	6-30-67
XIX.	Staff Review, Revision and Approval of Items XVII and XVIII.	0.1	0.1	6-30-67
XX.	Draft Sub-Unit Report.	4.0	4.0	7-28-67
XXI.	Staff Review, Revision and Approval of Item XX	7.0	4.0	8-25-67
A.	Second workshop		1.0	
B.	Approval by U.C. resident staff		1.0	

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* Weeks and tenths of weeks.

APPENDIX K (cont.)

	Actual Work Time*	Time*	Expected Completion Date
C. Approval by Oregon Advisory Committee		1.0	
D. Approval by C.S.S.O. Advisory Committee		1.0	
E. Approval by State Directors' Advisory Committee.		1.0	

Note: Consistent with accepted policy, the approved copy of this outline will be initialed, dated, and kept in the central file.

* Weeks and tenths of weeks.

APPENDIX L

Plan for Analysis of Data of Perceptions Sub-Unit

APPENDIX L

Plan for Analysis of Data of Perceptions Sub-Unit

A respondent sample in each state will be invited to react to a group instrument which consists of items descriptive of actual or ideal SDVE functions and activities. The group instrument was developed, and analysis will proceed, with general research questions in mind and certain plans for treatment of data.

1. Research Questions:

    a. General:

        1) Is the SDVE seen primarily as an Inspection-Regulation agency or as a Leadership-Change agency?

        2) What is--and what should be--the nature of the role of the SDVE as perceived by selected respondents?

            (a) What are the respondents' perceptions of the SDVE role?

            (b) What are the respondents' expectations for the SDVE role?

            (c) How clear, definitive, and consistent are these perceptions and expectations?

            (d) How do various sub-groups of respondents compare in the perceptions and expectations they hold?

        3) Are there differences in the perceptions and expectations for the SDVE between and/or among groups of respondents?

        4) What is--and what should be--the extent of involvement of other groups and agencies in the SDVE operation?

(1) Determine the frequency distribution of scores in the cluster

(2) Determine the median interval (using the category that reaches or exceeds 50%) in the frequency distribution

(3) Produce chi-square tables (2 x 6) for each item as indicated on Table I (see next page). Each such table will yield a "difficulty index" and a discrimination index in the form of a chi-square with five degrees of freedom. It will also allow each item to be compared with each cluster.

(4) On the basis of these analyses, revised item clusters will be defined, and dichotomous scoring will be used for all respondents.

(5) The reliability of each cluster will be determined by use of the Kuder-Richardson Formula Number 20

$$r = \frac{k}{k-1} \left(1 - \frac{\Sigma pq}{S^2} \right)$$

(6) Using the categories of respondents selected as most relevant, both cluster-score and individual item summaries will be prepared. These summaries and comparisons will constitute pilot state and national report tables. These will then be revised and modified and a final data processing procedure will be specified.

c. Applying the pilot-tested and revised procedures, Batch 1 (17 states) will be processed immediately to produce both state and national report tables.

These analyses will yield data for the "Perceptions" and "Bridges and Obstacles" sub-units.

APPENDIX L (cont.)

Table I

Sample of x^2 Contingency Table used in Item Cluster Development

Section I	Cluster 1		Cluster 2		Cluster 3		Cluster 4		Cluster 5		Cluster 6		Cluster 7		Total
Item 1	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	
I - 1															
1															
2															
3															
4															
5															
Blank															
Total															
X^2															
I - 2															
1															
1															
2															
3															
4															
5															
Blank															
Total															
X^2															

ETC.

APPENDIX L (cont.)

3. Data Analysis--A variety of procedures for data analysis will be used

   a. Non-parametric

      1) The non-parametric chi-square test can be used to indicate items which appear significant in that there is discrimination between the is and the should dimensions, and to indicate items which appear significant in that there is a difference between respondent groups on is items or on should items.

      2) Discrete chi-squares can be computed on single items or item clusters using 1) perceptions, 2) expectations, 3) consensus, 4) groups of respondents, and, 5) other crossbreak variables.

Variable	Symbol		Meaning
Expectations (perceptions of should)	A	A_1 A_2	Agreement Non-agreement
Perceptions (is)	B	B_1 B_2	Agreement Non-agreement
Respondent group	C	C_1 C_2 etc.	Group 1 Group 2

The combination of variables may be diagramatically represented as follows:

	C_1		C_2	
	B_1	B_2	B_1	B_2
A_1	A_1 B_1 C_1	A_1 B_2 C_1	A_1 B_1 C_2	A_1 B_2 C_2
A_2	A_2 B_1 C_1	A_2 B_2 C_1	A_2 B_1 C_2	A_2 B_2 C_2

The results of each analysis can be compared with the results of each other sub-unit as criteria variables.

In the above cases, some measure of consensus (i.e. an extent of agreement) will be used. These states of agreement may be arrived at by summing responses in the two contiguous response categories which produce the highest total. Definitions of states of consensus (probably high, medium, and low) need to be determined. An analysis of data may produce some natural divisions. Until such time as that analysis can be made, the following operational definition is suggested.

High Consensus: 81% -- 100%
Medium Consensus: 61% -- 80%
Low Consensus: 50% -- 60%
Lack of Consensus: 49% or less

3) For purposes of study and analysis, the dimensions of the SDVE role can be hypothesized to fall along a continuum from leadership-change on one hand to regulation-inspection-status quo on the other. Although the SDVE needs to perform both of these roles, there may be wide variance in the optimum emphasis upon one or the other. An analysis of questionnaire data may show a present emphasis of the SDVE on either change-leadership or on regulation-inspection, and may indicate suggested directions for change.

b. Parametric:

It may be possible to scale items which have produced significant results with non-parametric measures and make use of analysis of variance techniques between responses of various groups.

c. Other:

Other analyses may be used as indicated by preliminary analysis of data.

d. Internal Analysis:

It will be possible to analyze states which have similar response patterns to determine if there are some similar factors within the states.

APPENDIX L (cont.)

4. Statement of Anticipated Outcomes

The anticipated outcomes of this sub-unit are to explore and test the stated or implied research questions and hypotheses; to describe, classify, and summarize the findings; to explore relationships which may exist between this sub-unit and the findings of the other sub-units of the project.

a. To Explore and Test Questions and Hypotheses:

Using as variables major differences between and among states and groups of respondents, and major differences within states--inter and intra group characteristics--the following kinds of hypotheses will be tested for disconfirmation beyond the .05 level of chance. (Some of the following hypotheses may not be feasible because of data or procedural problems. Other hypotheses may become obvious at a later date.)

There is no significant difference ...

1) ... in total state response patterns cluster or item scores between states with:

   a) An elected state board of education (SBE) and a non-elected SBE

   b) An elected chief state school officer (CSSO) and a non-elected CSSO

   c) A separate structure and board for the the SDVE and the SDVE as a unit of the SDE

   d) A large and a small SDVE, expressed (1) as a percent of professional vocational educators in the state, (2) as a percent of pupils enrolled in secondary school vocational programs, and (3) as a percent of the total state staff for education

APPENDIX L (cont.)

e) Many areas of high population density and states with few areas of high population density

f) Well-developed programs of secondary and post-secondary schools and states with less well-developed programs

g) Well-developed professional training programs (In-service) and states with less well-developed professional training programs

h) SDVE salaries which are competitive with education salaries in other facets of education in the state, and those states where SDVE salaries are less than competitive

i) etc.

2) ... in response patterns within and among states: (See Table II)

a) between groups 1 and 2
b) between groups 1 and 3
c) between groups 1 and 4
d) between groups 1 and 5
e) between groups 2 and 3
f) between groups 2 and 4
g) between groups 2 and 5
h) between groups 3 and 4
i) between groups 3 and 5
j) between groups 4 and 5

(other tables will not be detailed in this manner. An analysis can be made between any of the possible cells.)

	State-level Educators	Non-state level educators	Lay leadership
Vocational	1	2	5
Non-vocational	3	4	

Table II

APPENDIX L (cont.)

3) ... In response patterns between representatives of vocational education subject areas as represented in Table III. (Some groupings of categories may be necessary.)

	AG	B&O	DE	HO	HE	IA	T&I
Agriculture (Ag)	1	2	3	4	5	6	7
Business and Office (B&O)	8	9	10	11	12	13	14
Distributive Education (DE)	15	16	17	18	19	20	21
Health Occupations (HO)	22	23	24	25	26	27	28
Home Economics (HE)	29	30	31	32	33	34	35
Industrial Arts (IA)	36	37	38	39	40	41	42
Trades and Industrial (T&I)	43	44	45	46	47	48	49

Table III

4) ... In response patterns among respondents who have different levels of contact or interaction with the SDVE as represented in Table IV. This may later be sub-divided into lay and professional. (The largest differences would occur between cells 1 and 3 if the major hypothesis were rejected.)

Number of Annual Contacts

		0	1-15	Few
Many	16 - 30	1	2	
	30 +	3	4	

Table IV

APPENDIX L (cont.)

5) ... in response patterns of respondents in different segments of the state education organization. (E.g. Table V)

Non-Voc. / Vocational	Office of CSSO	Program Supervisor or Head	Admin. in operating schools	Teachers	Other
State Director	1	2	3	4	5
Program Supervisor or Head	6	7	8	9	10
Administrators in Community colleges and area schools	11	12	13	14	15
Teachers	16	17	18	19	20
Other	21	22	23	24	25

Table V

If the major hypothesis were rejected, the following types of questions could be tested:

(1) Do differences in responses decrease from cell 25 to 19 to 13 to 7 to 1?

(2) Does this relationship have an apparent correlation with number of contacts (interaction) with the SDVE or with the decision-making level of the SDVE?

b. To Describe, Classify, and Summarize

Description, classification, and summarization can be done both in terms of the perceptions--what respondents believe is--and in terms of the expectations--what respondents believe should be, in terms of individual items and clusters of items.

1) Some items (or clusters) will yield significant (.05) inter or intra group differences (group here indicates any respondent crossbreak) on the IS dimension

APPENDIX L (cont.)

2) Some items (or clusters) will yield significant (.05) inter or intra group differences on the SHOULD dimension

3) Some items (or clusters) will yield significant (.05) inter or intra group differences between the IS and the SHOULD dimension

4) Items (or clusters) which do not yield significant (.05) inter or intra group differences can be analyzed further and classified into states of consensus. This will produce some description of the intensity of conviction on the item.

The above four situations can be diagramatically represented by the following three tables.

A = a group, an item, or item cluster
B = a group, an item, or item cluster
I = IS (DOES)
S = SHOULD

+ = High Consensus
m = Medium Consensus
- = Low Consensus

B A	I^+	I^m	I^-
I^+	1	2	3
I^m	4	5	6
I^-	7	8	9

Table VI

B A	S^+	S^m	S^-
S^+	1	2	3
S^m	4	5	6
S^-	7	8	9

Table VII

B A	S^+	S^m	S^-
I^+	1	2	3
I^m	4	5	6
I^-	7	8	9

Table VIII

a) Cells 3 and 7 can be expected to yield significant inter or intra group or item differences.

b) Cells 2, 4, 6, and 8 may or may not yield differences.

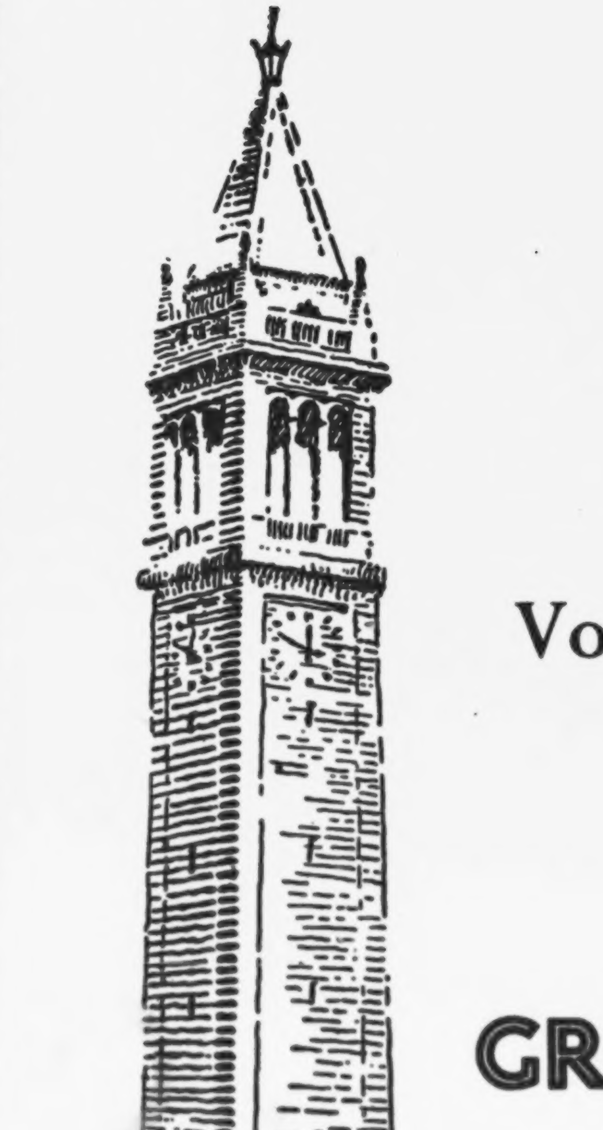
c) Cells 1, 5, and 9 will describe the intensity of agreement.

c. To Explore Relationships Between this Sub-Unit and Other Sub-Units of the Project

The findings of this sub-unit can be tested for hypothesized relationships between this sub-unit and other sub-units of the project. The findings of the other sub-units can be treated as criterion variables. An example of such a relationship might be: In states where there is high consensus on both is and should, and an indication that the SDVE is performing the leadership role which respondents believe that it should be performing, the sub-unit on Finance will indicate a "good", "positive", or "favorable", finance relationship.

APPENDIX M

Group Interview Guide



Program for Research and Development in Vocational - Technical Education

GROUP INTERVIEW GUIDE

FOR

A NATIONWIDE STUDY OF THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION AT THE STATE LEVEL

School of Education
University of California
Berkeley, California

January 6, 1967

President of the University

Clark Kerr

Chairman of the Board of Regents

Theodore Meyer

Chancellor of the Berkeley Campus

Roger W. Heyns

Dean of the School of Education

Theodore L. Reller

Program for Research and Development in
Vocational-Technical Education

J. Chester Swanson	Coordinator
Allen Lee	Director

GROUP INTERVIEW GUIDE

A NATIONWIDE STUDY OF THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION AT THE STATE LEVEL

School of Education
Program for Research and Development
in Vocational-Technical Education
University of California
Berkeley, California

Foreword

The questions which follow are carefully structured to elicit your perceptions of current administration of vocational-technical administration at the state level.

We believe state-level administration to be characterized by much excellence--and yet there is ample room for improvement.

We are identifying the opinions of a cross section of the public in each state. Although you may or may not consider yourself qualified in administration, we want your perceptions of what is and your concept of the ideal for your state. We believe you are in a position to have valuable opinions regarding most of the questions.

Complete frankness on your part is essential. Although our research is in no way conceived as a "witch-hunting expedition," some persons (respondents) may be reluctant to speak frankly for fear of possible embarrassment at a later date. This instrument is designed so that your responses will not be identified with your name in our reports and research findings.

The material which follows is divided into two main parts:

1. Personal data (in order that we can identify the kinds of responses given by various kinds of people)
2. Seven groups of questions (designed to ascertain your perceptions, opinions and suggestions for maintaining the current status or for change).

We appreciate your cooperation in this research, and look forward to responses and reactions.

Allen Lee
Project Director

For Your Information

Names of individuals responding to this instrument will not be identified with specific responses. Summaries of findings in general for individual states will be given to the respective State Directors of Vocational Education for such disposition as deemed appropriate.

Other requests concerning use of this instrument and information on findings and related matters should be submitted to the Project Director who has sole responsibility on such matters. This policy was established for the best interests of all concerned.

____

PERSONAL DATA

I. General Information:

A. State ____________________________

B. Name _____________________________

C. Age:
1. Less than 40 ____
2. From 41-50 ____
3. Over 50 ____

D. Check highest education level completed.
1. Some high school ____
2. High school graduate ____
3. Some college ____
4. College degree(s) ____

E. Are you now a member of a board of education?
1. Yes ___ No ___ Check one: Local___ State ___
2. Name of board ______________________________________

F. Are you now a member of an advisory board?
1. Yes ___ No ___ Check one: Local ___ State ___
2. Name of board ______________________________________

II. Major full-time work experience:

	Approx. no. years
A. Current Employment:	
1. Job Title ____________________________	
2. Name of Employer ____________________ ..	____
B. Previous Work Experience:	
1. Professional, such as in medicine, dentistry, and law (do not include employment in education)	____
2. Agriculture Production	____
3. Manager or Proprietor	____
4. Sales	____
5. Office Occupation (e.g., secretarial, clerical, etc.)	____
6. Craftsman	____
7. Service Occupation	____
8. Unskilled Laborer	____
9. Military	____
10. Housewife	____

11. Teaching Experience:

	Approx. No. years Vocational	Approx. No. years General	
a. Secondary	____	____	
b. Post-Secondary	____	____	
c. Higher Education ..	____	____	
d. Other __________ ..	____	____	(54)

12. Education Administrative Experience:

	Approx. No. years Vocational	Approx. No. years General	
a. Secondary	____	____	
b. Post-Secondary	____	____	
c. Higher Education ..	____	____	
d. Other __________ ..	____	____	(67)

III. Education Board Experience:

	Approx. No. years
A. State Level	____
B. Local Level	____
C. Other ______________ ..	____

IV. Advisory Board (Committee) Experience:

	Approx. No. years	
A. State Level	____	
B. Local Level	____	CD-1
C. Other ______________ ..	____	42-79

V. Check to indicate:

	Urban Area	Rural Area
Where you have lived most of your life	☐	☐
Where most of your work experience has been	☐	☐

VI. Your average number and appraisal of yearly contacts with the Division (omit if you are an SDVE staff member):

Number		Appraisal	
None	____	Too often	____
1-15	____	Adequate	____
16-30	____	Too seldom	____
Over 30	____		

CD-2
9-12

CLARIFICATION OF TERMS

As you read the material which follows, occasionally you may have some doubt or question concerning the intended meaning of certain words.

Below are some brief explanations of a few terms used. (Please feel free to ask the group leader for additional clarification on these or other items at any time.)

Terms

1. DIVISION -- The state agency for vocational-technical education. Often known by such names as State Division (Bureau or Department) of Vocational Education.
2. DISSEMINATION -- Distribution of information concerning methods, materials and curricula in education.
3. FIELD TESTING -- Determining to what extent materials, methods and curricula may be successful and desirable by actual trial in existing situations.
4. *GOAL SETTING -- Identifying and agreeing upon objectives* and ideals in education.
5. IMPLEMENTATION -- Current practice such as method, materials, curricula and administration in schools and classrooms.
6. LOCAL SCHOOLS -- Grades 1-14 of public schools.
7. PLANNING -- Devising, designing and projecting method, system, manner, arrangements to achieve objectives.

8. POLICY FORMULATION -- Defining and establishing agreement concerning principles and guidelines which administrative officers shall follow.

9. PROBLEM DEFINITION -- Identifying obstacles or unsatisfactory situations (including finances, methods, materials, curricula, administration and training) which need change or improvement.

10. PROGRAM DEVELOPMENT -- Inventing, designing and refining combinations of methods, materials and subject matter.

11. RESEARCH -- Seeking new or better methods, materials and curricula in education.

SECTION I

INSTRUCTIONS

1. Please do not turn this page until advised.
2. Please do not discuss this material or exchange thinking with other members of the group during the next hour.
3. In general, you are asked to give your personal best judgment or reaction. (You are requested not to speak for any organization or in an official capacity.)
4. The questions pertain to your perception (however extensive or limited this may be) of the situation in this state.
5. Your own spontaneous reactions are requested--do not deliberate at length on any of the questions.
6. If you do not understand the meaning of any question, raise your hand and the group leader will respond.
7. Please make whatever additional comments you have on the margins of any page.
8. Please make memos on the small cards with which you are supplied as a reminder of items you want to have discussed orally in the group session to follow.

Thank you .

SECTION I

Instructions:
Read each statement, and check one of the opposite boxes.

Code:
SA - Strongly Agree
A - Agree
U - Uncertain
D - Disagree
SD - Strongly Disagree

	SA	A	U	D	SD
1. Current programs meet existing needs	☐	☐	☐	☐	☐
2. Requirements for high school graduation discourage enrollment in vocational courses	☐	☐	☐	☐	☐
3. High school vocational education decreases the probability of students' meeting college entrance requirements	☐	☐	☐	☐	☐
4. Vocational courses should not be offered before grade 13	☐	☐	☐	☐	☐
5. Additional funds are essential if the need for vocational education is to be met	☐	☐	☐	☐	☐
6. Procedures for local districts to secure state vocational funds are efficient and uncomplicated	☐	☐	☐	☐	☐
7. State and Federal funds should be allocated to districts with the greatest capability for utilization	☐	☐	☐	☐	☐
8. Vocational education in high school decreases the probability for success in college	☐	☐	☐	☐	☐
9. The state agency (Division) for vocational-technical education should be an integral part of the State Department of Education	☐	☐	☐	☐	☐

	SA	A	U	D	SD*
10. Regulations of the Division are in need of change and up-dating ..	☐	☐	☐	☐	☐
11. Current training programs produce an adequate supply of competent teachers and administrators for vocational education	☐	☐	☐	☐	☐
12. Vocational education should be designed primarily for students who cannot succeed in general education	☐	☐	☐	☐	☐
13. Vocational education is designed primarily for students not adapted for success in general education	☐	☐	☐	☐	☐
14. Certification requirements for vocational teachers are outmoded	☐	☐	☐	☐	☐
15. High schools are primarily concerned with preparing students for college	☐	☐	☐	☐	☐
16. High schools should be primarily concerned with preparing students for college	☐	☐	☐	☐	☐
17. Inadequate salaries hamper recruitment of Division personnel	☐	☐	☐	☐	☐
18. The prestige of vocational education is lower than that of general education	☐	☐	☐	☐	☐
19. Vocational education needs drastic change for improvement ...	☐	☐	☐	☐	☐

*SA - Strongly Agree; A - Agree; U - Uncertain;
D - Disagree; SD - Strongly Disagree.

	SA	A	U	D	SD*
20. Achievement of excellence is equally possible in both general and vocational education	☐	☐	☐	☐	☐
21. Vocational training opportunities for women are generally adequate	☐	☐	☐	☐	☐
22. Occupational preparation should be a fundamental part of education	☐	☐	☐	☐	☐
23. Increasing demands for specialized skills justify more emphasis upon vocational-technical education and less upon general education	☐	☐	☐	☐	☐
24. Vocational education should be an integral part of a total education program rather than a separate kind of education	☐	☐	☐	☐	☐
25. State—level implementation of recent Federal vocational acts adequately meets the intent of the legislation	☐	☐	☐	☐	☐
26. Vocational education should serve a greater number of occupational areas	☐	☐	☐	☐	☐
27. There is need to devote greater emphasis to designing new programs and revising old ones	☐	☐	☐	☐	☐
28. Available funds are being efficiently utilized in vocational education	☐	☐	☐	☐	☐
29. Vocational education lacks public appeal and needs an improved image	☐	☐	☐	☐	☐

*SA - Strongly Agree; A - Agree; U - Uncertain;
D - Disagree; SD - Strongly Disagree.

	SA	A	U	D	SD*
30. High school vocational courses are more exploratory than vocational in nature	☐	☐	☐	☐	☐
31. The Division should assume major responsibility for adapting vocational education programs to changing needs	☐	☐	☐	☐	☐
32. Self-evaluation (supplemented by use of outside consultants) is more conducive to improvement of the Division than an evaluation done by outside sources alone	☐	☐	☐	☐	☐
33. Vocational programs are often conducted with inadequate and obsolete facilities	☐	☐	☐	☐	☐
34. The public schools are turning out large numbers of young people who are unqualified for employment	☐	☐	☐	☐	☐
35. Local districts should have the major responsibility for the nature and extent of local vocational programs	☐	☐	☐	☐	☐
36. Admission requirements for vocational programs exclude many who need the training	☐	☐	☐	☐	☐
37. Vocational education is appropriate for students not adapted for success in the general program	☐	☐	☐	☐	☐
38. Vocational education has tended to perpetuate stereotyped and rigid programs rather than to adapt to changing needs	☐	☐	☐	☐	☐

*SA - Strongly Agree; A - Agree; U - Uncertain;
D - Disagree; SD - Strongly Disagree.

	SA	A	U	D	SD*
39. The increasing complexity of education and the attendant challenges for understanding warrant less and less involvement of lay citizens in decision-making	☐	☐	☐	☐	☐
40. There is appreciable discrimination in vocational education based upon:					
a. Sex	☐	☐	☐	☐	☐
b. Age	☐	☐	☐	☐	☐
c. Religion	☐	☐	☐	☐	☐
d. Race	☐	☐	☐	☐	☐
41. Vocational education should be one of the major purposes of the two-year junior or community college	☐	☐	☐	☐	☐
42. There is a need for the development of a procedure and criteria for self-analysis of Division operations	☐	☐	☐	☐	☐
43. There is some social stigma attached to enrollment in vocational programs	☐	☐	☐	☐	☐
44. Existing Federal acts set vocational education apart from general education, creating an undesirable dual system	☐	☐	☐	☐	☐
45. Vocational education is appropriate for students who are well-adapted for success in general education	☐	☐	☐	☐	☐

*SA - Strongly Agree; A - Agree; U - Uncertain; D - Disagree; SD - Strongly Disagree.

	SA	A	U	D	SD*
46. Due to the mobility of the population, heavy local tax loads, superiority of the Federal tax collecting machinery, etc., there should be more Federal financing of education ...	☐	☐	☐	☐	☐
47. It is possible to have major Federal financing of education and still maintain local control .	☐	☐	☐	☐	☐
48. The public should not fear Federal control of education	☐	☐	☐	☐	☐

49. Ideally, all public post-high school vocational-technical education (13th and 14th grades) should be under the jurisdiction of: (If you believe the responsibility should be divided, check more than one.)

a. Local Boards .... ☐

b. State Board for Vocational Education ...... ☐

c. State Board of Education .... ☐

d. State Board of Higher Education .... ☐

e. Other ________________________________ .... ☐

Comments:

*SA - Strongly Agree; A - Agree; U - Uncertain;
D - Disagree; SD - Strongly Disagree.

50. State Division personnel should consult and advise:

a. Primarily with teachers ...... ☐

b. Primarily with administrators. ☐

c. With teachers and administrators equally .... ☐

(69)

Comments:

51. Who does have and who should have responsibility for determining what in-service education is needed for personnel of vocational-technical programs in the state? (Check one or more in each column.)

	Does	**Should**
a. State Division	☐	☐
b. Local Schools	☐	☐
c. Teacher Education Institutions..................	☐	☐
d. Other:______________________..	☐	☐

Comments:

CD-2
69-77

52. Who does have and who should have responsibility for providing in-service education for personnel of vocational-technical programs in the state? (Check one or more in each column.)

	Does	**Should**
a. State Division	☐	☐
b. Local Schools	☐	☐
c. Teacher Education Institutions	☐	☐
d. Others:_____________________..	☐	☐

Does and/or Should the Division:

53. Supervise private schools?	☐ Yes	☐ No	☐ Yes	☐ No
54. Set standards for certification of teachers?	☐ Yes	☐ No	☐ Yes	☐ No

CD-3
9-24
(21-24, 16)

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR OTHER PERTINENT QUESTIONS?

SECTION II

INSTRUCTIONS

1. Please do not turn this page until advised.
2. Please do not discuss this material or exchange thinking with other members of the group during the next hour.
3. In general, you are asked to give your personal best judgment or reaction. (You are requested not to speak for any organization or in an official capacity.)
4. The questions pertain to your perception (however extensive or limited this may be) of the situation in this state.
5. Your own spontaneous reactions are requested--do not deliberate at length on any of the questions.
6. If you do not understand the meaning of any question, raise your hand and the group leader will respond.
7. Please make whatever additional comments you have on the margins of any page.
8. Please make memos on the small cards with which you are supplied as a reminder of items you want to have discussed orally in the group session to follow.

Thank you.

SECTION II

Instructions:

Read each statement, and then circle one letter in each of the two right-hand columns to indicate your perception of how frequently the Division DOES and SHOULD:

Code:
A - Almost Always
B - Frequently
C - Occasionally
D - Seldom
E - Almost Never

How frequently DOES and how frequently SHOULD the Division:

	DOES	SHOULD
1. Consult with local district representatives on important vocational education matters? ..	A B C D E	A B C D E
2. Work cooperatively with teacher education institutions?	A B C D E	A B C D E
3. Assist local school districts with research design, writing proposals and securing funds for conducting research?	A B C D E	A B C D E
4. Promote an environment for experimentation and innovation?	A B C D E	A B C D E
5. Emphasize minimum standards? ...	A B C D E	A B C D E
6. Provide consultative help?	A B C D E	A B C D E
7. Provide for in-service development of Division personnel? ..	A B C D E	A B C D E
8. Encourage evaluation and appraisal of local programs? ...	A B C D E	A B C D E
9. Conduct studies?	A B C D E	A B C D E
10. Exercise general supervision of local programs?	A B C D E	A B C D E

How frequently DOES and
how frequently SHOULD the Division:

		DOES	SHOULD
11.	Exercise major responsibility for the nature and extent of local vocational programs?	A B C D E	A B C D E*
12.	Utilize advisory groups?	A B C D E	A B C D E
13.	Encourage field testing of new programs?	A B C D E	A B C D E
14.	Determine and enforce minimum standards for facilities?	A B C D E	A B C D E
15.	Inspect instructional programs?	A B C D E	A B C D E
16.	Determine and enforce minimum standards for safety of students?	A B C D E	A B C D E
17.	Inform the public about programs and needs?	A B C D E	A B C D E
18.	Assume leadership for defining education goals?	A B C D E	A B C D E
19.	Waive requirements (e.g., minimum standards) to allow experimentation and research? .	A B C D E	A B C D E
20.	Disseminate information about teaching methods and materials?	A B C D E	A B C D E
21.	Promote unity and balance between general and vocational education within the state? ...	A B C D E	A B C D E
22.	Maintain adequate communications with the Legislature? ...	A B C D E	A B C D E

*A - Almost Always; B - Frequently; C - Occasionally;
D - Seldom; E - Almost Never.

45-70
(65-66,16)

How frequently DOES and
how frequently SHOULD the Division:

		DOES	SHOULD
23.	Evaluate its operations and organization?	A B C D E	A B C D E*
24.	Assign responsibilities for regulation and leadership activities to separate persons?	A B C D E	A B C D E
25.	Make decisions in vocational education with due regard for the total program of education?	A B C D E	A B C D E
26.	Provide financial aid to encourage new programs even though this means reducing reimbursement for established programs?	A B C D E	A B C D E

*A - Almost Always; B - Frequently; C - Occasionally;
D - Seldom; E - Almost Never

71-80
(73-74,16)

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR OTHER PERTINENT QUESTIONS?

SECTION III

INSTRUCTIONS

1. Please do not turn this page until advised.
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5. Your own spontaneous reactions are requested--do not deliberate at length on any of the questions.
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Thank you.

SECTION III

Instructions:

Read each question, and then check one of the opposite boxes to indicate your perception or opinion.

Code:
A - Of Extreme Importance
B - Of Moderate Importance
C - Of Little Importance

How IMPORTANT is it for the Division to:	A	B	C
1. Identify problems or obstacles which hinder the achievement of goals?	☐	☐	☐
2. Maintain records on school operation, enrollment, cost statistics, etc.?	☐	☐	☐
3. Promote unity and balance between general and vocational education within the state?	☐	☐	☐
4. Promote an environment favorable to experimentation and innovation?	☐	☐	☐
5. Provide for in-service development of Division personnel?	☐	☐	☐
6. Evaluate its operations and organization?	☐	☐	☐
7. Make decisions in vocational education with due regard for the total program of education?	☐	☐	☐
8. Encourage development of local leadership?	☐	☐	☐
9. Seek increased vocational funds?	☐	☐	☐
10. Develop uniform statewide curricula? ...	☐	☐	☐
11. Maintain a staff which is sensitive to needs of local districts?	☐	☐	☐

		A	B	C*
12.	Determine and enforce minimum standards for safety of students?	☐	☐	☐
13.	Provide consultative services to local districts?	☐	☐	☐
14.	Develop long range plans?	☐	☐	☐
15.	Check local district compliance with state regulations?	☐	☐	☐
16.	Encourage the participation of the public in policy formulation?	☐	☐	☐
17.	Represent the needs of vocational education before the public and the state government?	☐	☐	☐

*A - Of Extreme Importance; B - Of Moderate Importance;
C - Of Little Importance.

20-26
(26,16)

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR OTHER PERTINENT QUESTIONS?

SECTION IV

INSTRUCTIONS

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Thank you.

SECTION IV

Instructions:
Note each question, and then indicate your perception or opinion by circling one letter under DOES and one under SHOULD for each question.

Code:
A - Almost Always
B - Frequently
C - Occasionally
D - Seldom
E - Almost Never

How frequently DOES and how frequently SHOULD the Division involve persons like you in

	DOES	SHOULD
1. Planning activities?	A B C D E	A B C D E
2. Formulating policy?	A B C D E	A B C D E
3. Determining its staff needs? ..	A B C D E	A B C D E
4. Promotional activities?	A B C D E	A B C D E
5. Evaluating itself?	A B C D E	A B C D E
6. Developing budget requests? ...	A B C D E	A B C D E
7. Setting goals?	A B C D E	A B C D E
8. Defining problems and assigning priorities?	A B C D E	A B C D E
9. Research activities?	A B C D E	A B C D E
10. Developing programs?	A B C D E	A B C D E
11. Disseminating information?	A B C D E	A B C D E
12. Field-testing new methods, materials, etc.?	A B C D E	A B C D E
13. Implementing new ideas and programs?	A B C D E	A B C D E
14. Appearing before legislative committees?	A B C D E	A B C D E

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR OTHER PERTINENT QUESTIONS?

SECTION V

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Thank you.

SECTION V

Indicate your perception and opinion by circling one letter under the DOES column and one letter under the SHOULD column opposite each item.

Code:
A - Extensively
B - Some
C - Little
D - None
E - Don't Know

In PLANNING Division activities to what extent DOES and to what extent SHOULD the Division (or State Board) involve the following:

	DOES	SHOULD
1. Division Personnel	A B C D E	A B C D E
2. Other State Department of Education Personnel	A B C D E	A B C D E
3. Chief State School Officer	A B C D E	A B C D E
4. State Vocational Director	A B C D E	A B C D E
5. State Board for Voc. Educ.	A B C D E	A B C D E
6. Legislators	A B C D E	A B C D E
7. State Finance Officer	A B C D E	A B C D E
8. U.S. Office of Education	A B C D E	A B C D E
9. Intermediate (County) Offices .	A B C D E	A B C D E
10. Local School Officials	A B C D E	A B C D E
11. Universities and Colleges	A B C D E	A B C D E
12. Community or Junior Colleges ..	A B C D E	A B C D E
13. Area Vocational Schools	A B C D E	A B C D E
14. Private Vocational Schools	A B C D E	A B C D E
15. State Advisory Council	A B C D E	A B C D E
16. Education Organizations	A B C D E	A B C D E
17. Other________________________..	A B C D E	A B C D E

CD5
9-46
(39-42,16)

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR OTHER PERTINENT QUESTIONS?

SECTION VI

INSTRUCTIONS

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Thank you.

SECTION VI

Indicate your perception and opinion by circling one letter under the DOES column and one letter under the SHOULD column opposite each item.

Code:
A - Extensively
B - Some
C - Little
D - None
E - Don't Know

In its own POLICY FORMULATION, to what extent DOES and to what extent SHOULD the Division (or State Board) involve the following:

	DOES	SHOULD
1. Division Personnel	A B C D E	A B C D E
2. Other State Department of Education Personnel	A B C D E	A B C D E
3. Chief State School Officer	A B C D E	A B C D E
4. State Vocational Director	A B C D E	A B C D E
5. State Board for Voc. Educ.	A B C D E	A B C D E
6. Legislators	A B C D E	A B C D E
7. State Finance Officer	A B C D E	A B C D E
8. U.S. Office of Education	A B C D E	A B C D E
9. Intermediate (County) Offices ...	A B C D E	A B C D E
10. Local School Officials	A B C D E	A B C D E
11. Universities and Colleges	A B C D E	A B C D E
12. Community or Junior Colleges	A B C D E	A B C D E
13. Area Vocational Schools	A B C D E	A B C D E
14. Private Vocational Schools	A B C D E	A B C D E
15. State Advisory Council	A B C D E	A B C D E
16. Education Organizations	A B C D E	A B C D E
17. Other__________________________ ..	A B C D E	A B C D E

CD-6
9-46(39-42,16)

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR OTHER PERTINENT QUESTIONS?

SECTION VII

INSTRUCTIONS

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SECTION VII

Circle one letter under each of the two right-hand columns.

To what extent DOES and to what extent SHOULD the Division involve itself in the following activities:

Code:
A - Extensively
B - Some
C - Little
D - None
E - Don't Know

		DOES					SHOULD				
1.	Goal Setting	A	B	C	D	E	A	B	C	D	E
2.	Problem Definition	A	B	C	D	E	A	B	C	D	E
3.	Research	A	B	C	D	E	A	B	C	D	E
4.	Program Development	A	B	C	D	E	A	B	C	D	E
5.	Field Testing	A	B	C	D	E	A	B	C	D	E
6.	Dissemination	A	B	C	D	E	A	B	C	D	E
7.	Practice	A	B	C	D	E	A	B	C	D	E
8.	Inspection and Regulation	A	B	C	D	E	A	B	C	D	E
9.	Supervisory Visits	A	B	C	D	E	A	B	C	D	E
10.	Preparation of Reports	A	B	C	D	E	A	B	C	D	E
11.	Maintenance of Standards	A	B	C	D	E	A	B	C	D	E
12.	Service to Districts	A	B	C	D	E	A	B	C	D	E

47-72
(47-48, ~~b~~)

WHAT ARE YOUR COMMENTS AND SUGGESTIONS ON THE PRECEDING OR OTHER PERTINENT QUESTIONS?

1/6/67